



Leading White/Whiteness Accountability Spaces in Your Organization

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...But I'm NOT Racist! Tools for Well-Meaning Whites

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Course Purpose:

Deepen your capacity to design and lead White/Whiteness Affinity/Accountability Spaces in your organization.

Course Learning Outcomes:

Increase your competence, confidence, and courage to:

- Identify the Business Case for sponsoring White/Whiteness Affinity Spaces
- Work with leaders to get their support and buy-in as well as position White/Whiteness Affinity Spaces within the strategic plan and goals of the organization
- Identify critical intentions and goals for White/Whiteness Affinity Spaces
- Plan how to start a White/Whiteness Affinity Space: Goals, purpose, marketing, etc.
- Build an authentic learning community in the 1st few sessions
- Design and scaffold learning activities to develop the capacity of participants over time
- Assess your current capacity to design & facilitate White/Whiteness Affinity Spaces
- Anticipate and engage predictable types of resistance from employees and leaders
- Avoid common traps and pitfalls

Definitions

RACISM: “The systemic subordination of members of targeted racial groups who have relatively little social power in the United States (Blacks, Latino/as, Native Americans, and Asians), by the members of the agent racial group who have relatively more social power (Whites). This subordination is supported by the actions of individuals, cultural norms and values, and the institutional structures and practices of society.” (p. 88-89)

Source: Wijeyasinghe, C. L., Griffin, P, and Love, B. (1997). Racism Curriculum Design. In M. Adams, L. A. Bell, & P. Griffin (Eds.), Teaching for Diversity and Social Justice: A Sourcebook (pp. 82-109). New York: Routledge.

“Racial equity means equal access and opportunity for all people, so all can reach their full potential and are no more likely to encounter barriers or benefits based on race or ethnicity.”

Greater Milwaukee Foundation, 2015

Possible Purpose & Outcomes of White Caucuses, White Affinity Spaces

1. Provide brave, supportive and nurturing space for deepening our capacity as whites to partner with people of color to greater racially inclusive organizations.
2. Explore our socialization experiences :
 - a. How they impacted us then
 - b. How they impact us and others now
3. Explore how historical and current day racism and white supremacy impact people of color, privilege whites, and manifest in the organization.
4. Identify common racist microaggressions that occur in work environments.
5. Practice tools and strategies for interrupting racist microaggressions in the moment, following up afterwards.
6. Facilitate space for healing racist attitudes, beliefs and behaviors (internalized dominance) and creating more effective attitudes and behaviors (liberation).
7. Recognize how racial biases and White Supremacy Culture are embedded in organizational practices, policies, programs, and services.
8. Identify the personal, team and organizational costs of maintaining the current organizational culture and climate.
9. Learn and practices skills to analyze and revise practices, policies, programs, and services with a Race Lens to create racial equity.
10. Envision what a more inclusive, racially just climate and culture looks like.
11. Share examples of effective white ally/change agent behaviors.
12. Foster an empowered, authentic community of white change agents.
13. Partner with organizational leaders to advocate for a more racially inclusive, affirming organization and culture that is responsive to the needs and issues of people of color.
14. Partner with organizational leaders to accelerate the recruitment, onboarding, employee engagement, retention, professional/career development, and advancement of people of color.
15. Partner with leaders to analyze organizational practices and culture to identify both the embedded white privilege as well as the barriers to success for people of color.
16. Partner with organizational leaders to mitigate and respond to critical racist incidents.
17. Share local, regional and national opportunities for professional development as white change agents.
18. Provide educational and skill-building opportunities for members of the organization focused on creating more racially inclusive work environments and services to customers.
19. Partner with leaders to identify and revise uninclusive, racist practices, policies, programs, and services.
20. Partner with leaders to anticipate, plan for, engage, and respond to employee, community, and legislative resistance or backlash to efforts to create a more racially inclusive organization.
21. Partner with colleagues of color to develop Toolkits for leaders and managers for creating more racially inclusive environments and services.
22. Partner with leaders in Lessons Learned Meetings to identify changes, revisions, and recommendations after racist incidents, mismanaged opportunities, etc.
23. Provide space for building greater understanding and coalition-building among complexities of identities within the White Affinity Group. For instance: trans oppression, sexism, classism, heterosexism, disability oppression, age-ism, religious oppression, etc.

Possible Structures to Support White Caucuses, White Affinity Spaces

- Top leader(s) publicly talk about the Business Case, purpose, encourage participation, recognize contributions, etc.
- Executive Liaison, Champion
- Leadership development for Co-conveners.
- Marketing and communications support to publicize the benefits of participating in this White Affinity/Caucus Space, the benefits to the organization, upcoming programs, etc.
- Provide a confidential communications channel for employees to learn about White Affinity/Caucus Space and sponsored programs.
- Monies and other resources for group development, skill-building, and programming for the overall organization.
- Online website for all communications, program announcements, etc.
- Create a structural connection between this White Affinity/Caucus Space and organizational EDI Council.
- Create opportunities for cross-caucus partnerships, collaborative programming, etc.
- Recognize efforts of Co-conveners and others who provide leadership in performance management process.

Potential Pitfalls to Avoid

- Middle manager/supervisor sabotage
- Insufficient investment of time and resources to launch and develop the White Affinity Space and its Co-conveners
- Lack of sufficient parallel investment and organizational support ensure the success of other Affinity Spaces for people of color and members of other marginalized groups
- Lack of ongoing development of Champions, Co-conveners, and Affinity Group members
- Lack of accountability structures
- Inattention to intersectionality
- Over-focusing on the comfort and fragility of whites
- Not engaging the cross-generational dynamics, differing needs, etc.
- Barriers to participation from hourly and shift workers

Intentions for Racial/Social Justice Education:

Directions:

- Check-off any that align with your current intentions and values
- Circle the # of those you want to add to your practice

1. Create space for honest, authentic dialogue
2. Engage in respectful dialogue
3. Treat others with dignity, respect, and care
4. Deepen understanding across differences
5. Meet people “where they are” without judgment
6. Deepen learning and self-reflection
7. “Go with the flow;” trust the process
8. Create a brave learning community for the expression and engagement of differing viewpoints
9. Stir cognitive dissonance ~ explore multiple perspectives
10. Support disagreement with a person’s ideas without attacking their humanity
11. Facilitate engaged, respectful disagreement
12. Create space for people to express their emotions
13. Demonstrate compassion and empathy
14. Leave people feeling whole
15. Do no harm
16. Use teachable moments and triggering events to deepen learning, understanding, and insight
17. “Relate in” to others; see yourself in others
18. Deepen connections and relationships with others
19. Model the racial/social justice behaviors you espouse: authenticity, empathy, self-reflection, engagement, bravery, willingness to learn, humility, willingness to change...
20. Model how to effectively respond when you feel triggered
21. Model effective recovery skills after making an unproductive comment or when your behavior results in negative impact on others
22. Plant seeds; influence hearts and minds...
23. Encourage everyone to engage in dialogue
24. Be cognizant of the possible unintended impact of comments and behaviors
25. Explore both the impact and the intent comments and actions
26. Model how to identify deeper issues/unmet needs fueling feelings, perceptions, and behaviors
27. Discuss both dynamics of racism and white supremacy culture as well as examples of racial justice and liberation
- 28.
- 29.
- 30.

Topics & Skills to Accelerate Learning and Behavior Change in White/Whiteness Affinity/Accountability Spaces, include:

A. Build the Learning Container

1. What is your passion and commitment for creating a more racially just organization?
2. What could a more racially inclusive, racially just climate and culture look like?
3. What are the positive benefits if we partner with people of color to create greater racial equity and inclusion? What is the “Business Case” for White/Whiteness Affinity/Accountability Spaces?
4. How are you feeling about participating in this White Affinity/Accountability Space?
5. What are some of your hopes for what we can do together? Concerns about being in this Affinity/Accountability Space?
6. What has been your experience in other White Caucus/Affinity/Accountability Spaces?
7. Were there any bumps or concerns you experienced that you hope we avoid?
8. Here are the initial intentions and purpose of this group, and how we can work to avoid the concerns and negative dynamics others have experienced....
9. Co-create Engaging Agreements
10. Review the *Diverse Community Foundations* (Rev. Dr. Jamie Washington)
11. Identify and share current strengths as well as areas for growth as a white change agent (*Suggested Competencies for White Allies & Change Agents*)

B. Content for Dialogue and Skill Development

12. Identify and discuss your socialization experiences with respect to race, racism, whiteness, white supremacy culture (*Examine Your Socialization Experiences, Authentic Dialogue Prompts, Cycle of Socialization*, Dr. Bobbi Harro)
13. How, if at all, do these early racist messages exist today?
14. Practice effective dialogue skills: *PAIRS Model* (Panning, Asking, Relating in, Interrupting, Sharing)
15. Map out how you currently engage with issues of race and racism: your current relationships with people of color, current relationships with other white allies and change agents, experiences to learn about race and racism, frequency and effectiveness of interrupting racist microaggressions & using a Race Lens in discussions and decision-making, frequency and effectiveness in analyzing and revising practices, policies and services with a Race Lens, etc.
16. Identify and discuss common racist microaggressions that occur in the organization and local community
17. Explore the cumulative impact of racist microaggressions on colleagues of color as well as the damaging impact on critical organizational goals
18. Identify the common racist biases that fuel these microaggressions
19. Practice tools to interrupt racist microaggressions: *PAIRS Model* (Panning, Asking, Relating in, Interrupting, Sharing)
20. Identify common “coded racist messages,” particularly in hiring, performance management, and promotion processes
21. Practice how to interrupt and shift coded racist messages in the moment

22. Practice ways to effectively respond after you have made a racist comment, been confronted on a racist behavior, etc.
23. Identify and discuss the history of race, racism, and white supremacy in the U.S. and other countries
24. Discuss the current day manifestations of institutional racism in society and how these structures impact people of color
25. Explore the manifestations of Internalized Dominance
26. Identifying the common racist attitudes and behaviors of whites (*Common Racist Behaviors and Attitudes of Many of Whites*)
27. Identify and discuss your personal racist attitudes and behaviors
28. Practice how to shift our racist thoughts and assumptions in the moment BEFORE we react
29. Practice how to “relate in” and connect with other whites without judgement as they share honestly about racist attitudes they still stumble over and racist behaviors they have done
30. Identify and discuss your concerns and fears as whites (*Common Fears*)
31. Identify the common Dialogue Traps, including PLEs/Perfectly Logical Explanations, *White Fragility* behaviors, focusing on our Intent not the Impact of our behavior, etc.
32. Discuss behaviors you each have done that perpetuate the status quo and identify ways to shift these behaviors in the future
33. Explore and discuss your intentions fueling your unproductive actions and inaction
34. Practice responding to recent racist dynamics that have occurred in the organization: What Could I Do If?
35. Review and discuss current organizational data related to race, including climate surveys, recruitment, hiring, retention, professional development, advancement, exit surveys, etc.
36. Identify and discuss unproductive behaviors of (supposed) white allies and change agents
37. Identify ways to shift from being stuck in guilt, shame, and blame to taking responsibility for creating change
38. Identify examples of manifestations of White Privilege in the organization (Dr. Peggy McIntosh)
39. Identify ways to interrupt and shift White Privilege in interpersonal interactions, policies, practices, and services
40. Discuss the current state of the organizational culture and climate (*Multicultural Organizational Development Goals; MCOD Developmental Stage Model*; Drs. Jackson and Hardiman)
41. Discuss the dynamics and manifestations of *White Supremacy Culture* in the organization (Kenneth Jones and Tema Okun)
42. Practice shifting dynamics and manifestations of *White Supremacy Culture* to create greater racial equity and inclusion
43. Practice analyzing and revising current policies, practices, programs and services with a Race Lens, including decision-making, recruiting & hiring, onboarding, marketing, supervision & coaching, performance management, advancement, etc.
44. Share recent examples of effective, productive white ally behaviors
45. Identify your personal common hot buttons and triggers as a white change agent (*Common Examples of Triggering Events*)
46. Review and practice tools to navigate triggering situations

47. Identify ways to develop racially inclusive, high-performing teams
48. Reassess your current capacities as a white change agent (*Suggested Competencies for White Allies & Change Agents*)
49. Give each other feedback about progress and areas for continued development
50. Identify your productive intentions for racial justice work
51. Identify ways to “stay in it for the long haul”: Self-care and community care
52. Reflect on and share the impact of experiencing these white caucus sessions together
53. Discuss what people have appreciated about this experience
54. Identify, specifically, what other whites have said or done that helped you have authentic dialogue, deepen your learning and self-awareness, learn new skills, change your behavior, increase your commitment to shift your attitudes and actions, etc.
55. Discuss how to keep learning and developing as white change agents
56. Identify how to create or expand your systems of support and accountability with other white change agents
57. Create and share *Personal Action Plans*
58. Close out the group

Self-Assessment: Effective Design and Facilitation Skills

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

1 = Not Usually 2 = Rarely 3 = Occasionally 4 = Often 5 = Almost always

A. Designing Training Sessions:

- _____ 1. I assess the learning needs of participants before I design the training session.
- _____ 2. I gather background data on the demographics and experiences of the participants before I design the training session.
- _____ 3. I use some type of conceptual model(s) as I design activities. (Examples: "What, So What, Now What," Gibb: Who am I? Who are You? What are we going to do? How are we going to do it?" or the Experiential Learning Cycle: Do, Reflect, Analyze, Generalize, Apply.)
- _____ 4. I write specific, realistic, and behavioral learning outcomes that are linked to the learning needs of participants.
- _____ 5. I write clear and understandable designs and lesson plans that scaffold learning based on participant needs.
- _____ 6. I develop effective warm-up/icebreaker activities that leave participants feeling energized, engaged and motivated to learn.
- _____ 7. I sequence activities to teach foundational concepts and skills before more complex ones.
- _____ 8. I design activities that meet the varying learning styles of all learners.
- _____ 9. I effectively use a variety of learning methods and tools, including experiential learning, small group activities, journaling, media, role plays, etc.
- _____ 10. I create multiple opportunities for participants to teach each other in a participative, democratic learning environment.
- _____ 11. I design activities so they are inclusive of all participants across social group identities.

- _____ 12. I use the principles of Universal Design in all learning activities to create maximum accessibility to the material and activities.
- _____ 13. I develop useful handouts and learning tools that help participants both deepen their learning and apply the concepts and skills to their lives.

B. Facilitating Training Sessions:

- _____ 14. I create learning environments that are brave, respectful, and challenging.
- _____ 15. I use effective listening and communication techniques, including clarifying, paraphrasing, open-ended questions, etc.
- _____ 16. I demonstrate empathy effectively.
- _____ 17. I use silence effectively.
- _____ 18. I use humor appropriately and effectively.
- _____ 19. I manage time effectively.
- _____ 20. I introduce activities and give directions well.
- _____ 21. I effectively teach key concepts, definitions, and terms as I process activities and facilitate discussions.
- _____ 22. I process activities using open-ended and closed-ended questions effectively.
- _____ 23. I use processing questions to move participants through the Experiential Learning Cycle to help them make meaning of activities and apply their insights to create change (Do, Reflect, Analyze, Generalize, Apply; or What? So What? Now What?)
- _____ 24. I effectively move discussions and activities along and keep the group focused and “on track.”
- _____ 25. I acknowledge and appreciate people’s participation.
- _____ 26. I summarize discussions and make transitions effectively.
- _____ 27. I encourage group members to participate and engage them in the process through my choice of activities and my facilitation style.

- _____ 28. I use “Connecting Language” that bridges one person’s comments to another’s.
- _____ 29. I effectively find some relevant point in participant comments, even those that seem way off the topic.
- _____ 30. I effectively help participants recognize assumptions and help them differentiate between observable facts and interpretations.
- _____ 31. If I believe someone is on a tangent, I can effectively acknowledge their point, and redirect the conversation back to the group’s topic.
- _____ 32. I minimize how much I use the “telling” style and maximize how often I pose questions or dilemmas to facilitate dialogue among participants.
- _____ 33. I am able to “relate in” and “see myself in the participants” to find compassion and make a connection with them, rather than judging them or distancing from them.
- _____ 34. I use self-disclosure and share feelings, thoughts, opinions, and personal experiences effectively.
- _____ 35. I easily “go with the flow” and am flexible with the agenda as I adjust to the needs of the group in the moment.
- _____ 36. I consider feedback and coaching from group members and co-facilitators.
- _____ 37. I can “meet the participants where they are” and not demand or expect them to be farther along in their understanding or skill development.
- _____ 38. I can easily stay in the facilitator role and not become a participant in the learning process.
- _____ 39. I effectively use my voice and nonverbal behavior to facilitate learning and engage participants.
- _____ 40. I effectively name and discuss group dynamics with participants in the moment and use them as “teachable moments” to facilitate deeper learning.
- _____ 41. I can “let go of the outcome” and “trust the process” knowing learning takes place even when I do not recognize it happening in the moment.

C. Facilitating with an Inclusion Lens

- _____ 42. I talk about the organization's commitment to equity and inclusion.
- _____ 43. I state that it is everyone's responsibility to help create an organizational climate that is respectful and inclusive for all community members.
- _____ 44. I effectively discuss the common daily indignities, interpersonal aggressions, and microaggressions that people from marginalized groups experience.
- _____ 45. I effectively discuss specific behaviors and actions that help create inclusive organizational environments.
- _____ 46. I consistently demonstrate respect for all participants across privileged and marginalized group memberships.
- _____ 47. I pay attention to the multiple group memberships of participants and notice patterns of participation, including who's talking, who is quiet, who interrupts, who gets interrupted, who takes leadership, whose ideas "plop" or are ignored, etc.
- _____ 48. I notice what issues of diversity are discussed effectively and which ones are ignored or not addressed productively.
- _____ 49. I recognize and interrupt prejudice, stereotypes, and exclusionary group dynamics that occur in the session.
- _____ 50. I am aware of how people may experience and interpret comments and nonverbal behaviors differently based upon their cultural perspective, and their experiences in their multiple privileged and marginalized groups.

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

- _____ 51. I effectively navigate discussions where group members are feeling and expressing deep emotions, including anger, sadness, fear, frustration, hopelessness, etc.
- _____ 52. I am able to be "in the moment" ~ fully present and focused on what is happening in the group and in myself during difficult dialogues.
- _____ 53. I effectively respond to participant behaviors I believe are distracting, including dominating, interrupting, side-tracking, side conversations, etc.

- _____ 54. I acknowledge comments which sound inappropriate or triggering.
- _____ 55. I engage people in dialogue when I experience one of their comments as inappropriate or triggering.
- _____ 56. I recognize that “resistance” and challenges from participants are often doorways to deeper understanding and learning for the group.
- _____ 57. I effectively navigate conflict and disagreement among group members.
- _____ 58. I respond effectively to challenges and engage “resistance” from group members without taking it personally or feeling deeply triggered.
- _____ 59. I can use triggering events as “teachable moments” for the group.

E. My self-work as a facilitator

- _____ 60. I am aware of my biases, assumptions, and stereotypes for the full range of privileged and marginalized groups.
- _____ 61. I continually interrupt, reframe, and unlearn my biases, stereotypes, and assumptions about privileged and marginalized groups.
- _____ 62. I understand how my various privileged and marginalized group memberships impact how I am perceived and experienced by others.
- _____ 63. I understand how my various privileged and marginalized group memberships impact how I make meaning of situations, and then how I react/respond.
- _____ 64. I am aware of how my beliefs about “what is “effective” _____ has been influenced by my socialization and experiences in my multiple privileged and marginalized group memberships (i.e., facilitation, dialogue skills, conflict resolution, training, meeting management, supervision, advising...)
- _____ 65. I continuously self-reflect to examine my behaviors, assumptions, feelings, and attitudes and their impact on others with an Inclusion Lens.
- _____ 66. I continually seek and utilize feedback about my behaviors and attitudes from members of privileged and marginalized groups; and utilize their input to improve my practice.

- _____ 67. I am aware of my “early warning signals” that I am beginning to feel triggered.
- _____ 68. I am able to notice and navigate my own triggered feelings of anger, fear, stress, grief, etc., so that I do not “work my issues on the group.”
- _____ 69. I am aware of my common triggers and their intrapersonal roots.
- _____ 70. I actively do my work around my triggers: explore their roots; do my healing work; etc.
- _____ 71. I actively expand my understanding of issues of diversity, inclusion, and social justice.

Suggested Competencies for White Allies & Change Agents

There is a wide range of competencies that I believe whites can deepen on their own or in community with other whites. While this is not a comprehensive list, my hope is that it is a useful tool to spark conversation, assess your current level of competence, and identify goals for professional development. It may also be a good resource in learning communities for white people to plan their discussion topics and skill practice sessions.

Directions: Use the following scale as you reflect on the following competencies (knowledge, self-awareness, and skill) and rate how often you effectively demonstrate each of these:

1 = Rarely 2 = Occasionally 3 = Often 4 = Most of the time 5 = Almost Always

A. Knowledge about race, racism, white supremacy, white culture, etc.

- _____ 1. I recognize how I was socialized as a white person and how these experiences still impact me today.
- _____ 2. I understand the common patterns of racialized socialization and racist life experiences of people of color, Indigenous peoples, people who identify as multiracial or biracial, and white people.
- _____ 3. I understand how the history of racism and colonization in the U.S. and around the world impacts current dynamics and experiences.
- _____ 4. I understand the damage and devastation whites have perpetuated on people of color over the centuries and currently.
- _____ 5. I understand how the cumulative impact of multiple, persistent racist interpersonal aggressions and microaggressions and institutional racism negatively impact people of color and the quality of their lives.
- _____ 6. I recognize how institutional racism permeates societal institutions, including the legal, policing, and justice system, housing, health care, education, employment, the military, politics, the media, entertainment, etc.
- _____ 7. I identify the common racist attitudes, perceptions, behaviors, and implicit biases of whites that perpetuate the status quo (internalized dominance).
- _____ 8. I identify the common attitudes, perceptions, behaviors, and beliefs of people of color that support the status quo (internalized racism).

- _____ 9. I recognize the common daily indignities and racist microaggressions that people of color experience.
- _____ 10. I understand multiple ways to effectively facilitate change and create greater racial justice in organizations.
- _____ 11. I am aware of how people may experience and interpret comments and nonverbal behaviors differently based upon their cultural perspective and their racial identity.
- _____ 12. I understand how white cultural values and norms are infused into formal expectations and workplace culture as well as informal, unwritten rules for success.
- _____ 13. I understand how white culture is infused into organizational policies, practices, programs, and services.
- _____ 14. I recognize how whites most often get the privilege of being seen at the Individual Level and not viewed as a representative of all white people.
- _____ 15. I recognize that people of color are generally viewed at the Group Level and their attitudes and behaviors are assumed to be reflective of all members of their racial group(s).
- _____ 16. I recognize the full breadth of unearned white privileges that whites receive in society and in organizations.
- _____ 17. I understand the pervasive white privileges that I still receive, even as I work for racial justice.
- _____ 18. I understand I am seen and experienced as white, at the Group Level, even if I work for racial justice.

B. Use a Race Lens to notice and respond effectively to interpersonal dynamics

- _____ 19. I intentionally notice/track the full range of common racist dynamics that occur during meetings, conversations, workshops, etc.
- _____ 20. I describe the details or “facts” of what I observe without judgments, assumptions, interpretations, or conclusions (Panning).
- _____ 21. I recognize and effectively respond to racist microaggressions and interpersonal aggressions that occur in my presence, included racially coded terms and phrases.

- _____ 22. I consistently recognize and respond to racial implicit bias.
- _____ 23. I recognize and intervene when whites are expecting or demanding that people of color educate them.
- _____ 24. I effectively bring up and discuss issues of race and racism. I “keep race on the table” as one of the factors to be considered.
- _____ 25. I notice and effectively intervene when people try to change the subject to avoid talking about issues of race and racism.

C. Engage whites effectively

- _____ 26. I encourage whites to participate in conversations about race and engage them in the process.
- _____ 27. I ask questions and listen deeply to increase understanding, especially if I initially disagree.
- _____ 28. I use effective listening and communication techniques, including clarifying, paraphrasing, open-ended questions, silence, “connecting language,” etc.
- _____ 29. I am able to “relate in” and “see myself” in other whites to find compassion and make a connection with them, rather than judging them or distancing from them.
- _____ 30. I effectively share stories and personal experiences to relate in and build connections with whites.
- _____ 31. I effectively use self-disclosure to authentically share my feelings, thoughts, and beliefs.
- _____ 32. I minimize how much I use the “telling” style and maximize how often I pose questions or dilemmas to facilitate dialogue with whites.
- _____ 33. I demonstrate compassion and empathy when engaging other whites.
- _____ 34. I effectively “leave no one behind” and find ways to include all whites in the discussion.
- _____ 35. If a white colleague tries to shift the focus to one of their marginalized groups, I effectively acknowledge the dynamic and redirect the conversation back to race and racism.

- _____ 36. I “meet whites where they are” without judgment, and do not demand or expect them to be farther along in their understanding or skill development.
- _____ 37. I effectively name common white cultural dynamics among whites and use these as “teachable moments” to facilitate deeper understanding and learning.
- _____ 38. I can let go of my planned agenda, “trust the process,” and effectively engage what is happening in the moment.
- _____ 39. I consistently demonstrate respect, compassion, and empathy for all white participants.
- _____ 40. I effectively navigate discussions where whites are feeling and expressing deep emotions, including anger, sadness, fear, frustration, guilt, shame, hopelessness, etc.
- _____ 41. 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.
- _____ 42. I acknowledge comments which sound inappropriate or triggering.
- _____ 43. I speak up and interrupt racist microaggressions and exclusionary behaviors.
- _____ 44. I engage people in meaningful dialogue when I experience one of their comments as inappropriate, racist, and/or triggering.
- _____ 45. I consistently communicate clear guidelines for expected behaviors that promote racial justice as well as clear consequences for exclusionary practices and inappropriate or racist behavior.
- _____ 46. I recognize that “resistance” and challenges from whites are often doorways to deeper understanding and learning for them and for the group.
- _____ 47. I respond effectively to challenges and resistance from whites without taking it personally or feeling deeply triggered.
- _____ 48. I effectively navigate conflict and disagreement among whites in discussions about race and racism.
- _____ 49. I can use triggering events as “teachable moments” for the group.

- _____ 50. I respond effectively to challenges and feedback from people of color without taking it personally or feeling deeply triggered.
- _____ 51. I effectively explore the unintended impact of racist comments and behaviors while also holding space to explore the person's intentions and possible implicit bias.
- _____ 52. I facilitate productive dialogue when there is a mismatch between the intent and the impact of someone's behavior, a policy, a decision, etc.
- _____ 53. I recognize effective behaviors of whites that further learning and community building.
- _____ 54. I give effective feedback to other whites about the impact of their attitudes and behaviors.
- _____ 55. I support and coach other whites to deepen their capacity as effective change agents.

D. Recognize and engage organizational dynamics

- _____ 56. I communicate why racial justice is one of my core values and why I am committed to racial justice work.
- _____ 57. I effectively discuss a wide range of compelling reasons that position racial justice as a critical factor in the organization's success.
- _____ 58. I effectively create work environments that support the success and full participation of people of color and whites.
- _____ 59. I create fair and equitable selection and hiring processes that consistently identify racially diverse, culturally competent pools of final candidates.
- _____ 60. I effectively intervene to shift white cultural norms and dynamics of white privilege, to create greater equity and inclusion.
- _____ 61. I consistently use a Race Lens to analyze policies, practices, programs, and services to identify institutional racism and any negative differential impact on people of color as well as any undeserved privilege and access for whites.
- _____ 62. I continuously engage with others to revise any policy, practice, program or service to ensure they meet the needs of people of color as well as whites.

- _____ 63. I ensure that all planning processes intentionally include equitable participation and full consideration of input from people of color and whites.
- _____ 64. I effectively collect and analyze data about the experiences and perceptions of people of color and whites in the organization.
- _____ 65. I use these data to effectively evaluate and revise current policies, programs, services, practices, procedures, facilities, etc., to ensure racial equity and racial justice.
- _____ 66. I continually research and share national/international trends and promising practices to help organizations achieve greater racial justice.

E. Self-work and healing

- _____ 67. I continuously use a Race Lens to self-reflect and examine my behaviors, thoughts, feelings, biases, and attitudes and my impact on others.
- _____ 68. I am aware of the racist and white supremacist biases, assumptions, and stereotypes that impact my thoughts, judgments, decisions, and actions.
- _____ 69. I am aware of how my beliefs about what is “effective” or “professional” _____ has been influenced by my racist socialization and white culture, (i.e., leadership; communication styles; decision-making practices; dress, attire, and appearance; dialogue; conflict styles; meeting management; supervision; etc.)
- _____ 70. I continually interrupt, reframe, and unlearn these racist biases, stereotypes, and assumptions.
- _____ 71. I recognize and honestly talk about the racist attitudes I still hold on to and how they have fueled racist behaviors.
- _____ 72. I understand how my white identity impacts how I am perceived, experienced, and treated by others.
- _____ 73. I effectively listen to, receive, and appreciate feedback from people of color and utilize their input to improve my practice.
- _____ 74. I continually seek and utilize feedback about my behaviors and attitudes from other whites and utilize their input to improve my practice.

- _____ 75. I am aware of my common triggers and their intrapersonal roots.
- _____ 76. I am aware of my “early warning signals” that I am beginning to feel triggered.
- _____ 77. I recognize when I am reacting out of alignment with my core values.
- _____ 78. I recognize when I am operating out of guilt and shame.
- _____ 79. I am able to effectively navigate my own triggered feelings of anger, fear, stress, grief, guilt, shame. etc., so that I do not “work my issues on others.”
- _____ 80. When I react unproductively, I effectively navigate that moment, apologize, acknowledge the impact of my actions, and commit to changing my behavior in the future.
- _____ 81. I actively do my healing work around my triggers in the moment: explore the roots; feel my feelings, shift unproductive thoughts, attitudes, and intentions, etc.
- _____ 82. I regularly do my ongoing deep healing work to release and heal old issues, resentment, fear, guilt, shame, etc.

F. Deepen partnerships with people of color

- _____ 83. I effectively listen to and believe people of color when they tell me about the dynamics of racism they experience.
- _____ 84. I notice and effectively respond when whites interrupt people of color, take over the conversation, and re-center whiteness or white issues.
- _____ 85. I effectively partner with people of color to create change.
- _____ 86. I effectively follow the leadership of people of color.
- _____ 87. If I am called racist, I effectively listen to the feedback, ask questions to deepen my understanding, and acknowledge the person’s perspective.
- _____ 88. If I realize I have done something racist, I readily acknowledge my behavior and apologize for the impact.
- _____ 89. I strategically consider how and when to engage in order to optimize the chances for meaningful change. I don't “win the battle, but lose the war,” especially if that puts people of color at greater risk.

G. Learn with a community of white allies and change agents

- _____ 90. I intentionally build a community of white allies for support and to accelerate my learning, growth and healing.
- _____ 91. I use other white allies to create greater accountability for my actions as a change agent.
- _____ 92. I actively create space to support other whites in their development and healing processes.
- _____ 93. I help other whites recognize and release the fears, guilt, shame, and racist biases that are fueling their behaviors.
- _____ 94. I effectively partner with other whites to create change.
- _____ 95. I hold other whites accountable for their behaviors and efforts to create change.
- _____ 96. I am committed to “staying in it”; I am committed to racial justice for the long haul.

After rating your current demonstrated competence, go back through the list and:

Identify 8-10 of your greatest strengths.

Identify 5-8 areas you want to develop further; note ways you might increase your competence in each of these areas.

Check-off which competencies are an explicit part of your unit’s hiring, training/development, and accountability processes.

Star ()* which additional competencies you believe are necessary for people in your unit to demonstrate as they intentionally create greater racial justice and inclusion in the organization.

We must be vigilant and persistent as white change agents as we continually deepen our capacity to create greater racial justice. Unlearning racism is a lifelong process of healing and re-education. I hope you choose to stay in it for the long haul. If you do, I guarantee that when you wake up each day and look in the mirror, you will realize you are closer to living a life of integrity and purpose.

Checklist for Allies and Accomplices: **Tools and Strategies to Increase Your Capacity and Effectiveness as** **Change Agents**

Directions: Read each of the following and rate how often you **effectively demonstrate** these skills:

1 = Hardly ever 2 = Rarely 3 = Occasionally 4 = Often 5 = Almost always

1. Consistently track interactions and group dynamics: work to create balance of engagement among all members; and speak up when you notice exclusionary comments and behaviors.
2. Cultivate relationships with other members of privileged groups who actively work to dismantle oppression and create inclusive organizations. Talk honestly about where you get stuck and ask for feedback and coaching.
3. Continue to deepen your awareness about privilege and dominant culture, and how these operate in you, others, and organizations/systems.
4. Recognize and change in the moment when you are operating out of stereotypes, privilege, and/or dominant cultural beliefs.
5. Track patterns of negative differential treatment on members of marginalized groups and intervene to stop inappropriate actions and educate others.
6. Support others when they question or challenge uninclusive or disrespectful behaviors or policies, so they are not alone. Recognize that marginalized group members have a far greater risk if they challenge and speak up.
7. Recognize and intervene when unconscious bias and prejudice are impacting opinions and decisions.
8. Continually learn more about the experiences of members of marginalized groups and oppression.
9. Recognize when members of marginalized groups might be reacting out of cumulative impact and offer space to talk about issues and their experiences.
10. Analyze policies, programs, services, and practices to assess any differential negative impact on members of marginalized groups and shift practices to create change.

11. Track current utilization of services and assess the degree of satisfaction and usage by members of marginalized groups.
12. Regularly assess the climate and culture of organizations and analyze the data for any differential experiences from members of marginalized groups.
13. Constantly track organizational activities to ensure fairness, respect, and inclusion for all people with respect to group dynamics, communication, task assignments, professional development opportunities, decision-making, conflict management, mentoring, networking, hiring and promotion, etc.
14. Ask questions to seek to understand BEFORE disagreeing or defending your position.
15. If your behavior has had an impact on a member of a marginalized group, avoid defensively talking about your intent. Instead, listen thoughtfully to their feelings and perspective; acknowledge the impact; make amends and change your behavior as needed.
16. In meetings and conversations, ask these questions, “How might this impact members of different marginalized groups?” “What perspectives and input might we be missing from different marginalized groups?”
17. Talk with members of privileged groups who seem to be colluding, “going along to get along” ~ help them consider the consequences of their actions and shift their behaviors.

Engagement Guidelines

1. OPEN AND HONEST COMMUNICATION
2. PARTICIPATE FULLY (COMFORT ZONE +1); EXPECT DISCOMFORT IF LEARNING
3. SPEAK FROM PERSONAL EXPERIENCE
4. LISTEN RESPECTFULLY; LISTEN TO LEARN
5. SEEK TO UNDERSTAND; EXPECT DISAGREEMENT & LISTEN HARDER
6. SHARE AIR TIME: MOVE IN, MOVE OUT
7. BE FULLY PRESENT
8. BE OPEN TO NEW PERSPECTIVES
9. EXPLORE IMPACT; ACKNOWLEDGE INTENT
10. EXPECT PEOPLE TO LEARN AND GROW; DON'T FREEZE-FRAME OTHERS
11. TAKE RISKS; LEAN INTO DISCOMFORT; BE BRAVE; ENGAGE
12. RESPECT AND MAINTAIN CONFIDENTIALITY
13. NOTICE/DESCRIBE WHAT YOU SEE HAPPENING IN THE GROUP, IN YOU
14. RECOGNIZE YOUR TRIGGERS; SHARE IF YOU FEEL TRIGGERED
15. TRUST THAT DIALOGUE WILL TAKE US TO DEEPER LEVELS OF UNDERSTANDING AND ACCEPTANCE
16. ENGAGE & EMBRACE THIS OPPORTUNITY; WE WON'T BE FINISHED

Meeting & Classroom Guidelines | Your Intentions & Guidelines

*To create environments where everyone feels heard, involved, supported, and respected

*To create productive and engaging environments 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
- Speak and act in ways that do not disrupt or interfere with the learning or work of others.
- Explore controversial issues through open dialogue and respectful deliberation.
- 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: Disagree with a person's ideas without attacking their humanity
- Respectfully address unproductive and exclusionary behaviors from other students

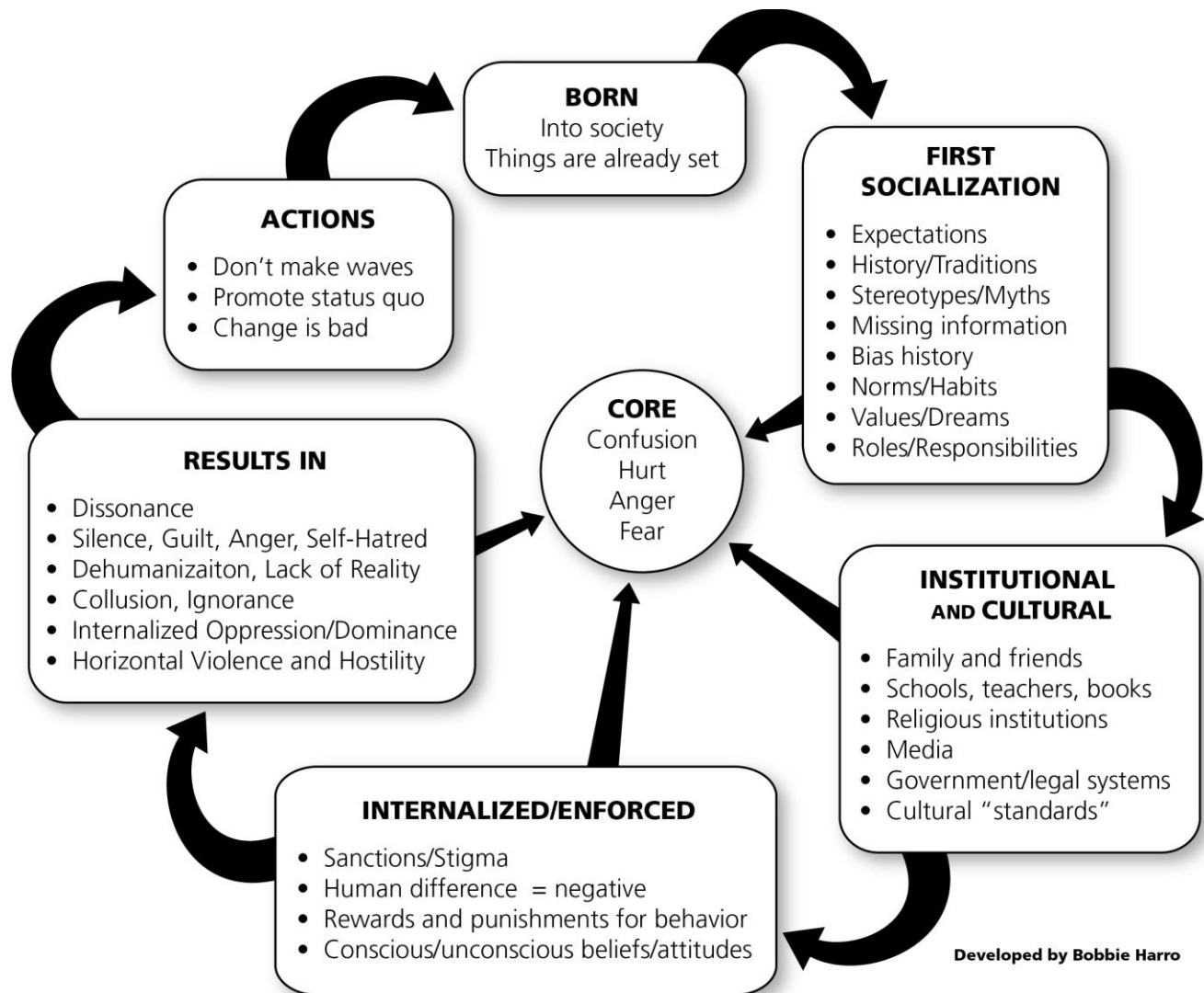
Diverse Community Foundations

1. Communities are built through building relationships of trust and commitment
2. We are all doing the best we can (most of the time)
3. We don't know all there is to know
4. Just because you are, doesn't mean you understand: Just because you're not, doesn't mean you don't understand
5. Oppression is pervasive and impacts us all
6. It is not our fault, but we must accept responsibility to create change
7. Conflict and discomfort are often a part of growth
8. Seek first to understand, then to be understood
9. Practice forgiveness and letting go
10. Self-work, healing and self-love are necessary for acceptance of others
11. Acknowledge, Appreciate, and Celebrate Progress
12. There are no quick fixes
13. Individuals and organizations DO grow and change. There is HOPE
14. We're better together, and deeply connected soul to soul.

**Developed by Jamie Washington, Ph.D., Washington Consulting Group,
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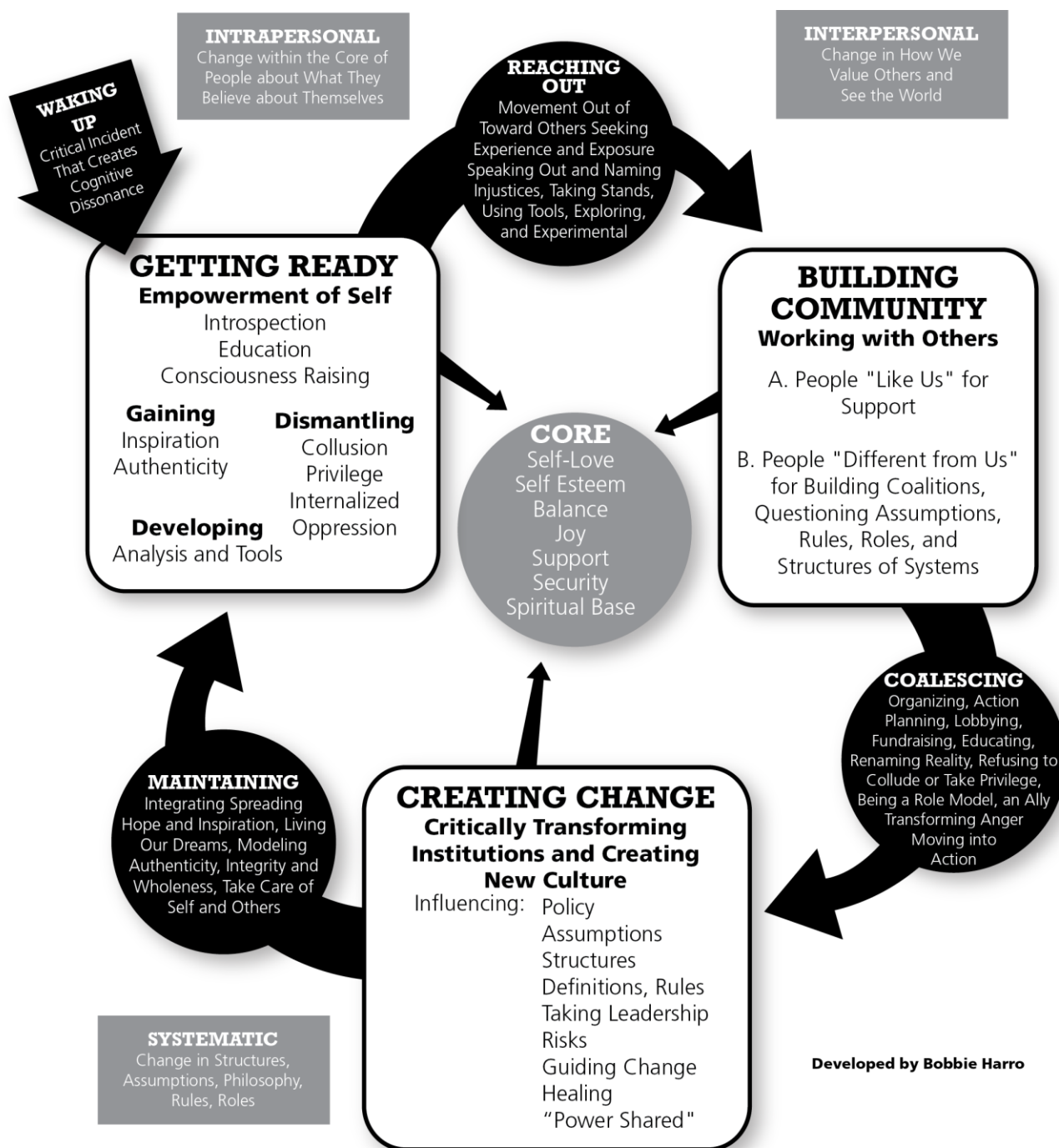
CYCLE OF SOCIALIZATION,

Bobbi Harro, Ed.D



CYCLE OF LIBERATION

Bobbi Harro, Ed.D



Examine Your Socialization Experiences

1. How do you identify racially?
2. Describe the racial demographics of your neighborhood, school, family, social groups...
3. When do you remember being told there were different races? What were you told?
4. What were some of the prevailing messages and images of whites and people of color as you were growing up?
5. Were there times that you didn't believe that race and racism really existed or mattered very much?
6. What were your experiences interacting (or not) with people of different racialized groups?
7. Share some early experiences when you realized people were categorized by race and skin color.
8. How were people of your race and other racialized groups treated? Depicted? Talked about?
9. What various roles and responsibilities did people of different races have? Were shown to have?
10. When did you realize you were treated differently based on your race/skin color?
11. Share some significant moments or turning points that shaped you as a _____ (how you identify racially?)
12. Share a time you witnessed racist actions/comments. How did you feel? What did you do?
13. What are 1-2 ideas or assumptions/biases *you used to have* about another racial
14. group; what happened to help you shift towards greater understanding, accuracy, or acceptance?
15. Talk about a time, you now realize, that your actions/comments were exclusionary and fueled by racial stereotypes?
16. Talk about a time you spoke up and responded when you noticed racist comments or behaviors or interrupted white privilege.

Authentic Dialogue Prompts: **Building Community Among White Allies**

Directions ~ With your partner, share and relate to each other as you discuss:

1. Share an example of a time you spoke up and effectively engaged someone whose comment or behavior was biased or misinformed: How did you feel? What did you do/say?
2. When are you at your best as an ally or change agent?
3. What are some of your fears as you engage issues of race and racism?
4. What biases or stereotypes do you still notice within yourself?
5. When and where do you get stuck? How do you feel when you are stuck and less effective?
6. What would feel supportive from colleagues? To help you continue to grow and develop skills?
7. When have you:
 - a. Felt fear when interacting with people of color?
 - b. Felt fear when interacting with whites?
 - c. Felt guilt or shame?
 - d. Felt anger towards people of color?
 - e. Felt anger towards whites?
8. What are 5+ ways you see people benefiting from white privilege?

9. What are some examples of how whites have intentionally used white privilege to help dismantle racism?
10. When have you seen others use white privilege to gain an unfair advantage or greater access?
11. What racist thoughts do you still have?
12. What are 1-2 examples (over the past 1-2 years) when you have acted based on some racial stereotypes or racist thoughts?
13. When do you remember realizing that whites believed they were superior to people of color, people who were biracial/multiracial, Indigenous peoples? (smarter, more organized, better leaders, more competent, etc.)
14. When do you remember realizing that you believed whites were superior to people of color, people who were biracial/multiracial, Indigenous peoples? (smarter, more organized, better leaders, more competent, etc.)

Panning

Increase your awareness of what is happening inside of you, and around you by using this skill...

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™**

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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 airtime 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 inside 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?

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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 inside conversations		
	6. Dominates the conversation		
	7. Makes snide or sarcastic comments		
	8. Only interacts and makes eye contact with people like them; people they like		
	9. Gives unsolicited "advice;" tell someone how they should have felt or responded differently		
	10. Dismisses or ignores the input of others		
	11. Disregards feedback from group members		
	12. Laughs at or makes fun of other group members		
	13. Treats peers with disrespect		
	14. Gives someone the "silent treatment" or "cold shoulder"		
	15. Uses a negative, judgmental tone		
	16. Uses an overly aggressive or forceful style		
	17. Refuses to participate in the discussion or the activity		
	18. Is silent, shut down or withdrawn		
	19. Challenges the validity of the information being presented to serve a personal agenda		
	20. Questions the usefulness of an activity or a discussion to serve a personal agenda		

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

Common Universal Needs/Values

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

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

Feelings and Emotions

Major source: Raj Gill, Lucy Leu, Judi Morin, NVC Toolkit, 2009

Sit with your reactions/reflections/experiences.... Check-off/Circle any that you felt/feel. Add any others to the list.

Aggravated	Distressed	Jealous
Agitated	Distrustful	Jubilant
Alarmed	Drained	Lonely
Alienated	Dumbfounded	Longing
Ambivalent	Eager	Mean
Amused	Edgy	Mortified
Angry	Embarrassed	Nervous
Anguish	Empowered	Numb
Annoyed	Empathetic	Outraged
Anxious	Enraged	Overwhelmed
Appreciative	Envious	Panic
Apprehensive	Exasperated	Paralyzed
Appalled	Excited	Peaceful
Awe	Exhausted	Perplexed
Ashamed	Exhilarated	Powerless
Bitter	Fascinated	Preoccupied
Bored	Fearful	Puzzled
Burned out	Forlorn	Raging
Calm	Frightened	Regretful
Carefree	Furious	Relieved
Confident	Grateful	Remorseful
Confused	Gratified	Repulsed
Crushed	Grief	Resentful
Defeated	Guilty	Sad
Deflated	Hateful	Surprised
Dejected	Heartbroken	Sympathetic
Depleted	Hesitant	Tender
Depressed	Hopeless	Tense
Despair	Hurt	Terrified
Determined	Impatient	Touched
Disappointed	Incensed	Unsettled
Discouraged	Indifferent	Useless
Disgusted	Indignant	Vulnerable
Disheartened	Infuriated	Wary
Disillusioned	Insecure	Weary
Dissatisfied	Inspired	Worried
Distracted	Irritated	

Privileged and Marginalized Group Patterns

Privileged Groups

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

Marginalized Groups

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

Key Concepts of Privileged/Marginalized Group Dynamics

- Not always about numbers
- Visible and invisible; Innate and chosen
- Multiple group memberships
- Not always about individual behaviors or feelings
- You didn’t ask for it and you can’t give it back

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Dynamics of the Status Quo*

<u>Privileged Group members focus on:</u>	<u>Marginalized Group members focus on:</u>
Individual Acts	Patterns
Victim	Systems/Culture
How far we have come	How far we need to go
Intent	Impact

Changing the Status Quo*

- Recognize and shift collusion
- Own group membership
- Intentionally use Discretionary Power
- Recognize Differential Impact
- Demonstrate Distinguishing Behavior
- Move beyond “vs.” and Either/Or thinking to “Both/And”
- Anticipate and engage Cumulative Impact

Avoid Common Dialogue Pitfalls/Traps*

1. PLEs (perfectly logical explanations)
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!

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Microaggressions

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

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

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

Microaggressions: Characteristics

- Everyday 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

Microaggression	Bias and/or assumptions possibly fueling the comment or behavior
1. Woman clutches her purse as a dark-skinned South Asian man gets on elevator.	
2. People walk by a group of 3 Black men & check to make sure their wallet is deep in their pocket.	
3. Store clerks following around customers of color while white customers are eagerly asked if they need any help.	
4. In group project work, whites only talk to other whites, and overlook, don't engage people of color.	
5. The Latina female supervisor is assumed to be the secretary of the department.	
6. People react negatively when they see a woman wearing a veil/hijab.	
7. Someone asks an Asian American, "Where are you really from?"	
8.	

Common Racist Behaviors and Attitudes of Many of Whites

Directions: review these common group dynamics:

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

Some/Many Whites Tend to (consciously and unconsciously):

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

14. focus on how much progress we have made, rather than on how much more needs to change
15. want people of color to “get over it” and move on quickly
16. get defensive when people of color express their frustrations with current organizational and societal dynamics
17. “walk on eggshells” and act more distant and formal with people of color
18. segregate themselves from people of color and rarely develop authentic relationships across race
19. exaggerate the level of intimacy they have with individual people of color
20. fear that they will be seen and “found out” as a racist, having racial prejudice
21. focus on themselves as an individual (I’m not racist; I’m a good white), and refuse to acknowledge the cultural and institutional racism people of color experience daily
22. pressure and punish whites who actively work to dismantle racism to conform and collude with white racism; criticize, gossip about, and find fault with white change agents
23. expect people of color to be the “diversity expert” and take the lead in raising and addressing racism as their “second (unpaid) job”
24. minimize, under-value, ignore, overlook and discount the talents, competencies and contributions of people of color
25. rephrase and reword the comments of people of color
26. ask people of color to repeat what they have just said
27. assume the white teacher/coach/facilitator/employee, etc., is in charge/the leader; assume people of color are in service roles
28. rationalize away racist treatment of people of color as individual incidents or the result of something the person of color did/failed to do
29. dismiss the racist experiences of people of color with comments such as: That happens to me too...You’re too sensitive...That happened because of _____, it has nothing to do with race!

30. judge a person of color as over-reacting and too emotional when they are responding to the cumulative impact of multiple recent racist incidents
31. accuse people of color of “playing the race card” whenever they challenge racist policies and practices; instead of exploring the probability of negative differential impact based on race, or that racist attitudes and beliefs are operating
32. if confronted by a person of color, shut down and focus on what to avoid saying or doing in the future, rather than engaging and learning from the interaction
33. look to people of color for direction, education, coaching on how to act & what not to do
34. compete with other whites to be “the good white:” the best ally, the one people of color let into their circle, etc.
35. if a white person makes a racist comment or action, aggressively confront them and pile on the feedback to distance from them and prove who is a better ally
36. seek approval, validation, and recognition from people of color
37. if confronted by a person of color, view it as an “attack” and focus on and critique HOW they engaged me, not my original comments or behaviors
38. disengage if feel any anxiety or discomfort
39. avoid confronting other whites on their racist attitudes and behaviors
40. when trying to help people of color, feel angry if they don’t enthusiastically appreciate the help
41. believe there is one “right” way, meaning “my way” or the “white way”
42. engage in “tone policing” of people of color

More productive approaches:

43. track patterns of differential treatment of people of color and intervene to stop inappropriate actions and educate others
44. continually learn more about the experiences of people of color and racism
45. recognize when people of color might be reacting out of cumulative impact, and offer space to talk about issues and their experiences

46. analyze policies and practices to assess any differential impact on people of color and intervene to create change
47. constantly track daily organizational activities to ensure fairness, respect, and inclusion for all people with respect to group dynamics, communication, task assignments, professional development opportunities, decision-making, conflict management, mentoring, networking, etc.

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

Dig Into Your Roots: What's Fueling Your Behavior?

When you notice or are confronted about your racist actions, ask yourself:

1. What were the racist biases fueling my actions or inactions?
2. When and how were these taught and reinforced around me?
3. If the person had been white, how might I have reacted? How have I treated whites in similar situations?
4. When have I done or thought this before?
5. How can I interrupt this racist pattern in the future?

Interrupt & Shift Our Racist Internalized Dominance

When we notice we have a racist thought, we need to ask ourselves:

1. **Is it true?** Really true? (Adapted from Byron Katie, *The Work*)
2. What is my **evidence** that this is more true for people of color than whites?
3. When **whites exhibit the same behavior**, how do I make meaning of that?
4. **Who does it serve** for me to think this thought right now?
5. What is **my pay-off** for having and maintaining this racist thought?

To be more effective, more of the time:

Respond in ways that...

- Interrupt racist dynamics,
- Engage others to reflect on the impact and intentions of their racist actions,
- Educate why the comment, behavior or policy has a racist impact, and
- Build connections and relationships with whites for further dialogue, learning, and organizational change

White Privilege, Dr. Peggy McIntosh

Consider these questions to identify potential white privilege:

1. Whose ideas are considered?
2. Who is assumed to be competent?
3. Whose credentials are questioned?
4. Who is assumed to belong?
5. Who gets the benefit of the doubt?
6. Whose culture is infused in the organization as the ONLY way? The right way?
7. What does “professional” mean in your organization?
8. What behaviors are valued as competent or professional?
9. By group membership, who gets rewarded who demonstrating these?
10. By group membership, who gets ignored, overlooked or even criticized for the same behaviors?

From “White Supremacy Culture” ~ Kenneth Jones & Tema Okun, changework

http://www.csworkshop.org/pdfs/CARC/Overview/3_White_Sup_Culture.PDF

For each, note:

1. How is this unproductive much of the time?
2. 1-2 ways some aspect of this **MIGHT** be useful at times?

- Perfectionism
- A sense of urgency
- Defensiveness
- Quantity over quality
- Worship of the written word
- Paternalism
- Either/or thinking
- Power hoarding
- Fear of open conflict
- Individualism
- Progress = Bigger, More
- Objectivity
- Right to comfort

Traps and Potholes for Allies to Avoid:

A Beginning List

Tanya Williams, Ed.D., and Kathy Obear Ed.D.

1. PLEs ~ Perfectly Logical Explanations (EYCA)
2. Yeah, but... (EYCA)
3. That happens to me/my group, too... (EYCA)
4. I know someone who...and they don't agree with you... (EYCA)
5. I don't see it that way; therefore, it doesn't really happen... (EYCA)
6. That doesn't happen to me (so it doesn't exist) ...(EYCA)
7. Don't you think that...
8. You're overreacting...you're too sensitive... (EYCA)
9. He/she's a good person...they never meant to do that...
10. That was not my intent! You misunderstood me!
11. Colluding and trying to maintain the status quo culture
12. Trying to keep your status, membership in "the club" while saying you are creating change
13. Fear of losing your access, connections, and future career opportunities
14. Attached to what people will say about you
15. Afraid of the consequences and backlash if you speak truth to power
16. Thinking you know all you need to know; feeling you have arrived; done all your self-work
17. Believing you have the right answer, you know exactly what is needed
18. Perfectly logical explanations, PLEs
19. Having some information and skills, but nowhere near enough competence
20. Acting alone or in isolation
21. Going it alone or only with other privileged group members; not having accountability structures and meaningful relationships with people in the corresponding marginalized group

22. Motivated by wanting to “help” people in marginalized identities
23. Reacting out of rescuing, patronizing, or condescending energy
24. Motivated by guilt, shame, or pity
25. Unclear why you do ally work; not clear on your motives and self-interest, i.e., reclaiming your humanity as you partner to create true equity and inclusion for all; understanding how oppression negatively impacts you in your privileged
26. Wanting recognition and appreciation for your contributions
27. Taking over and dominating conversations
28. Assuming leadership roles in cross identity groups with thoughtful group dialogue
29. Not partnering with and following the leadership of people from the corresponding marginalized identity(s)
30. Reacting out of self-righteous energy
31. Social justice arrogance: believing you “get it” and others “don’t get it”
32. Believing there is a progression from mediocre ally to “super ally”
33. Personal attacks on people who “don’t get it”
34. Shaming others or yourself for not knowing enough, doing enough, etc.
35. Acquiescing to anything people from marginalized groups say and do
36. Disappearing from conversations and deifying people from marginalized groups
37. Defensiveness to feedback from people from both marginalized and privileged groups
38. Resistance to looking at impact of your behavior
39. Unwilling to explore how you may be reacting out of internalized dominance
40. Holding back out of perfectionism, fear making a mistake, or being wrong
41. Fear of intense emotions (yours of others), especially anger and deep pain
42. Not seeing all people as worthy human beings, deserving of respect and dignity
43. Hiding your prejudicial thoughts and implicit bias
44. Fear of being vulnerable
45. Disengaging from other members of your privileged group(s)

46. Calling yourself an ally without engaging in active change work with people from the corresponding marginalized identity(s) ~ the people you say you are an ally to
47. Only working on a single identity; not seeing and working with the intersections and simultaneity of multiple identities
48. Having a very shallow definition and vision of change work: focused on diversity and increasing demographics without systemic, sustainable organizational change to create inclusive, socially just organizations
49. Doing for others what they can do for themselves
50. Thinking there is a checklist, a to-do list of “right” ally behaviors

A Time You Responded Effectively

Directions: Below, write about a recent exclusionary situation/microaggression and how you responded in effective, productive ways that aligned with your core values and furthered organizational goals.

- What happened?
- How did you feel?
- What did you do?
- What was productive about your response? How did it positively impact others? And advance organizational goals?
- As you look back, what do you believe helped you respond effectively in this situation?

Common Unproductive Reactions During Difficult, Triggering Situations

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

Common Fears

Directions: Check-off any of the following fears that you have felt or anticipate as you engage in difficult conversations.

1. What if I make a mistake?
2. What if I say something stereotypic or biased?
3. Will I be seen as a fraud?
4. What if I can't handle a situation?
5. If I don't manage this well, will people could get hurt...
6. If I don't manage this well, it might hurt my relationships with others
7. Am I making this worse?
8. Am I ready to participate in this discussion?
9. People will get defensive and I won't know how to respond.
10. The conversation will "get out of control."
11. People will get too emotional and I won't have the skills to manage the situation.
12. I don't know enough to engage in the conversation effectively.
13. If I don't do this well, I'll let people down.
14. "Things won't change."
15. My comments will be dismissed.
16. I'll feel triggered by someone's comments or behaviors.
17. My personal opinions and behaviors will become the focus of the conversation.
18. I will lose credibility and be seen as less competent.
19. If I am too confrontational, there will be repercussions.
20. People will be disappointed in me.

ADDRESS it!

Directions:

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

Consider as you discuss:

- What is the probable impact if **no one speaks up** in this situation?
- What could be the **positive outcomes if someone does intervene** and speak up?
- What could you do to **ADDRESS*** the situation?

A = Acknowledge (that something occurred)

D = Dialogue (in the moment or afterwards)

D = “Document” (tell someone; use the Bias Reporting System)

R = Redirect (the conversation)

E = Educate (the person)

S = Stop (the exclusionary behavior)

S = Support (the people impacted)

Microaggression, Exclusionary Situation	WHAT COULD YOU DO?

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PAIRS: EFFECTIVE DIALOGUE SKILLS

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

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

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

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

I: INTERRUPT the dynamics

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

R: RELATE to the person or their comment/behavior

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

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

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

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

When confronted with the following situations or scenarios, how would you respond?

1. You overhear a co-worker blame people of color for the barriers and challenges they experience; stating, "If they worked harder, they could pull themselves up by their bootstraps."
2. You overhear a co-worker talking about a new hire, believing that person (of color) was only hired/promoted to fill a diversity quota.
3. Your supervisor tells you they believe a new hire, a person of color, was only hired/promoted to fill a diversity quota.
4. You witness your supervisor routinely interrupting and talking over people of color.
5. You witness your subordinate or direct report routinely interrupting and talking over people of color.
6. You overhear some senior leaders discussing how they want people of color to "get over it" and move on quickly
7. You are part of a peer discussion when someone states a need for people of color to "get over it" and move on quickly.
8. You witness a co-worker get defensive when a person of color expresses their frustrations with current organizational and societal dynamics.
9. You witness a friend get defensive when a person of color expresses their frustrations with current organizational and societal dynamics.
10. . One of your direct reports confides in you that they are "walking on eggshells" and acting more distant and formal with people of color.
11. You notice that one of your supervisors are "walking on eggshells" and acting more distant and formal with people of color.
12. You notice a friend exaggerating the level of intimacy they have with individual people of color.
13. You notice your boss exaggerating the level of intimacy they have with individual people of color.
14. You see your team members expecting people of color to be the "diversity expert" and take the lead in raising and addressing racism as their "second (unpaid) job".
15. You witness your significant other assuming the white teacher/coach/facilitator/employee, etc., is in charge/the leader; and assuming people of color are in low-level service roles.
16. You witness your direct report assuming the white teacher/coach/facilitator/employee, etc., is in charge/the leader; and assuming people of color are in low-level service roles.
17. You hear a co-worker rationalize away racist treatment of people of color as individual incidents or the result of something the person of color did or failed to do.
18. You hear a senior leader rationalize away racist treatment of people of color as individual incidents or the result of something the person of color did or failed to do.
19. You hear a friend dismiss the racist experience of a person of color with comments such as: That happens to me too...You're too sensitive...That happened because of _____, it has nothing to do with race!
20. You hear a supervisor judge a person of color as over-reacting and too emotional when they are responding to the cumulative impact of multiple recent racist incidents.
21. A team member accuses a person of color of "playing the race card".

22. A friend accuses a person of color of "playing the race card".
23. You see a direct report competing with other whites to be "the good white:" the best ally, the one people of color let into their circle, etc.
24. You see a co-worker competing with other whites to be "the good white:" the best ally, the one people of color let into their circle, etc.
25. You see a co-worker seeking approval, validation, and recognition from people of color.
26. You witness a supervisor avoid confronting other whites on their racist attitudes and behaviors.
27. In a meeting, a manager is pushing for a new policy or program that you believe advantages whites and creates barriers for people of color.
28. While discussing which candidates to invite for an in-person interview, the chair of the Selection Committee refers to a candidate of color by saying, "I don't think they'd be a good fit."

Steps to Engage in Difficult Dialogues

1. Get grounded in positive intentions ~ The DESTINATION:

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

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

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

2. Based on what you PAN, engage others in the conversation

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

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

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

4. A: ASK clarifying questions

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

5. A: ASK questions to gather more information

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

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

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

7. A: ASK questions to explore their intention

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

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

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

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

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

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

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

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

- Share a personal example or one you have heard from a credible source
- Invite others to share personal examples and stories ~ verbally; in writing
- Offer to share resources, articles so they can review different perspectives
- Offer to meet with them and talk about your life experiences inside and outside organization
- Ask them to talk with 2-3 other people in the near future to hear their experiences and stories

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

- My heart aches as you tell that story...
- As a ____, I... (tell a story, give an example)
- I'd like to share the impact of your comment...
- I'm feeling uncomfortable with what you're saying...
- I'm noticing I'm feeling ____, anyone else?
- I notice I feel triggered right now....
- That's a trigger word/phrase for me...
- I need to stop a moment and talk about what just happened. I...

13. Give the “benefit of the doubt” if you directly confront their comment ~ a face-saving tactic

- I trust/know you didn't intend this... I
- You're probably not aware of the impact of your comment...

Further Resources

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

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

Helpful Tactics

1. Gather more information

- Help me understand more about what you mean?
- I'm curious when you first heard that term or phrase?

2. Clarify what you "heard"

- I want to make sure I understand your point...you think that...
- Are you saying that...?
- So, you feel...
- You believe that...

3. Ask the person to walk you through their thought process so you can better understand how they came to their assumptions and conclusions

- Can you help me understand how you came to that conclusion?
- What has been your experience that led you to that conclusion?
- What assumptions are underneath your conclusion?

4. Focus the discussion on the PROCESS of the discussion

- I noticed that we tend to spend more time talking about these issues, and far less time talking about these other ones...
- I'm noticing that the only time we talk about ____ is when I bring it up...
- It seems that whenever we start talking about ____, someone changes the topic back to something else.
- I've noticed that when we are discussing ____, a number of folks look down, start writing notes...I'm curious what others have noticed?

5. Name the group's process or dynamic and shift the focus to be more inclusive

- We've talked about how this policy could impact people of color and white women.... I'm wondering how it may impact GLBT employees across gender and race?
- I'm noticing that whenever we talk about race, whites turn and ask a question of one of the people of color. I'd like to hear from some of the whites in the room: What do you notice that whites, as a group, tend to say, do, and feel around issues of race in the workplace?
- This has been a great discussion about the chilly climate for women and men of color. I don't want to move off this too soon, and I also want to make sure we have time to have a similar conversation related to dynamics of age and length of service in the organization...

6. Give the “benefit of the doubt”

- You probably already thought of this... You probably noticed that...
- An unintended outcome of that idea could be that...
- I know you didn’t intend this, but when you have a side conversation while I’m speaking....

7. If you think someone misunderstood or is misrepresenting what you said

- I believe I said something different than that...What I said was...

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

- I appreciate the several best practices you’ve gathered for us to review, and I was wondering if there also were some that more specifically address...
- I appreciate your working to be inclusive in your language...and I understand the term “GLBT” to be more inclusive and current than “homosexuals”

9. Acknowledge the accumulative impact of what you are experiencing

- I know I’m having a strong reaction to what you said....and this is only one of many times I have heard similar comments recently.... OR, and, as you know, this seems to be a pattern we keep running into that creates an obstacle...

10. Ask questions to raise their awareness

- When did you decide/choose to be heterosexual?
- What are some of the ways that Christianity is embedded in the way we interact, and in the policies and practices of our nation? Organization?

11. Invite others to get engaged in the dialogue

- I’m curious what others are thinking? What other ideas do people have?
- Name your reaction and test to see where others are: I’m feeling unsettled about this possibility, is anyone else?
- Ask if others feel differently than what is being proposed: This is one way we could proceed. Does anyone have a different suggestion?
- Ask others to take the "pulse" of the situation and reflect on the process: I’m curious what people are noticing about our group dynamics?
- Ask if others have heard and experienced the situation as you did: That scene in the video hit me as Islamophobic...What do others think?

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

1st time:

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

2nd time:

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

3rd time:

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

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

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

14. Diagnosing Privileged and Marginalized Group Dynamics

Use the following prompts to diagnose the potential privileged and marginalized group dynamics as you analyze a recent situation, case study, etc.

1. What are the various group memberships of the people involved, and which privileged and marginalized group memberships seem central to this situation?
2. What are the probable perspectives and feelings of each party?
3. How might unconscious attitudes, assumptions, and bias be playing out in this situation?
4. What are the possible privileged and marginalized group behaviors and dynamics in the situation?

5. What organizational issues are relevant in this situation, such as formal and informal policies, norms, procedures, organizational practices, etc.
6. What are the probable outcomes if this situation is left unaddressed? For members of marginalized groups? Members of privileged groups? For the team? For the organization?
7. Given your diagnosis, what and/or who should be the focus of a response and why?
8. What might be some effective ways to respond? And by whom?

15. Different Communication Styles

a. Direct

- I think that...I need...
- It's important that.... We need to...

b. Pose possibilities

- It might be useful...
- I'd suggest we consider...
- One way to proceed could be....

c. Competing style

- State your thought or opinion right after another person, no connection
- I think...Well I think.... My idea is to...this is how we should proceed...

d. Debating style

- Reference the other person's ideas in order to negate them or disagree with them

e. Connecting style

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

f. Engaging style

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

16. Continuum for how to engage others:

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

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, immigration 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 that 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 that they can do to be supportive

C. Recognize Intent AND Impact

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

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

D. Recognize Varying Levels of Differential Risk and Credibility

It is important that all people, marginalized and privileged group members, work to intervene and stop oppression wherever they see it. AND privileged group members are generally given more credibility, listened to more seriously, and have fewer risks when they intervene, as compared to members of marginalized groups.

A good ally consistently recognizes opportunities to speak up and intervene, knowing that it is their responsibility to take action, regardless of the risks involved.

E. Recognize and Use your Discretionary Power

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

F. Distinguishing Behavior

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

G. Intervening in Oppressive Situations

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

Adapted in part from materials developed by Elsie Y. Cross Associates

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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 Cumulative Impact

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

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

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

E. Responding When You Feel Triggered

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

Adapted in part from materials developed by Elsie Y. Cross Associates

Navigating “Hot Buttons” and Triggering Situations

Characteristics of a Triggering Event

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

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



Common Examples of Triggering Events

Directions: Use a 0-10 scale to rate how much of a hot button or “trigger” each of the following is for you when you are engaging in dialogues about issues of equity & 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 someone:

- ___ 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 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 do 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 hot buttons and triggers for you:

Journaling: The Triggering Event Cycle

Directions: Choose one situation when **you were not satisfied** with how you reacted when you felt triggered when engaging in authentic dialogue about issues of diversity, equity, inclusion, and social justice.

1. What was the specific situation in which you felt triggered (Step 1)?

2. What were some of your intrapersonal roots fueling your triggered reactions? (Step 2) (see next page)

3. How did you make meaning of the situation? What “story” did you make up about what you thought was happening (Step 3)?

4. How did you know you were triggered (Step 4)?

*physiological reactions:

*self-talk/thoughts:

*feelings:

*unconscious behaviors or responses:

5. What were your intentions and motives? Hoped for outcome? What were you trying to accomplish (Step 5)?

*unproductive motives:

* more productive motives:

6. How did you react when you were triggered? Please note both your actions as well as your intrapersonal processes, such as your feelings and fears, thoughts and “self-talk” (Step 6)?

* less effective reactions/responses: *more effective reactions/responses:

7. How was your effectiveness impacted by feeling triggered? How did your reactions impact you? Others (Step 7)?

Intrapersonal “Roots” of Triggering Events

Directions:

Think about your triggering event. What do you believe were the various factors or “roots” that contributed to your feeling triggered?

- 1. Current life issues and dynamics (fatigue, illness, crises, stressors, etc.)**

- 2. Cumulative impact of recent experiences: Does this situation remind you of recent events?**

- 3. Unfinished business, unresolved or unhealed past issues, traumas, and “wounds:” Does this person remind you of anyone? Does this situation remind you of past traumas?**

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

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

- | | |
|--|---|
| <input type="checkbox"/> Respect, dignity | <input type="checkbox"/> Harmony, peace... |
| <input type="checkbox"/> Trust | <input type="checkbox"/> Safety, security |
| <input type="checkbox"/> Planning, order | <input type="checkbox"/> Integrity |
| <input type="checkbox"/> Fairness | <input type="checkbox"/> Innovation and creativity |
| <input type="checkbox"/> Clarity, understanding | <input type="checkbox"/> Ease and simplicity |
| <input type="checkbox"/> Openness, honesty | <input type="checkbox"/> Connection |
| <input type="checkbox"/> Direct communication | <input type="checkbox"/> Mutuality, partnering, collaboration |
| <input type="checkbox"/> Respectful disagreement | <input type="checkbox"/> For approval |
| <input type="checkbox"/> Recognition, acknowledgement | <input type="checkbox"/> For acceptance, belonging |
| <input type="checkbox"/> Appreciation | <input type="checkbox"/> Inclusion |
| <input type="checkbox"/> Competence, effectiveness | <input type="checkbox"/> Consideration |
| <input type="checkbox"/> Success, to make a difference | <input type="checkbox"/> Dependability, follow-through |
| <input type="checkbox"/> To be kept informed and updated | |

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

- | | |
|---|--|
| <input type="checkbox"/> To assert, regain my power and authority | <input type="checkbox"/> To be seen as the expert, smart |
| <input type="checkbox"/> To have control | <input type="checkbox"/> To prove I am competent |
| <input type="checkbox"/> To win the argument; prove them wrong | <input type="checkbox"/> To gain prestige and status |
| <input type="checkbox"/> To get my way | <input type="checkbox"/> To be admired; avoid disgrace |
| <input type="checkbox"/> To make people change; "fix" them | <input type="checkbox"/> To be liked |
| <input type="checkbox"/> To make people learn | <input type="checkbox"/> To fit in |
| <input type="checkbox"/> To be right | <input type="checkbox"/> To be seen as a "good one," an ally |
| <input type="checkbox"/> To shut them down, put them in their place | <input type="checkbox"/> To be perfect |
| <input type="checkbox"/> To make them feel the pain and hurt I feel | <input type="checkbox"/> To gain certainty and predictability |
| | <input type="checkbox"/> For everyone to feel happy |
| | <input type="checkbox"/> To avoid deep emotions and conflict |
| | <input type="checkbox"/> To make others engage as I want them to |

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

***This section was enhanced by the work of Marshall Rosenberg (2005). Nonviolent Communication.**

Step 3: Shift Your “Story” of What You Think is Happening

Step 3: The “story” I make up about what I think is happening	Given this story, how I would feel and, possibly, react less effectively	1-2 alternative stories that leave me feeling curious, compassionate, and/or caring

Identify Less Productive, “Negative” Intentions (Step 5), such as:

- win the argument
- get even; get them back
- to be right; prove the other person wrong
- to prove you are competent, smart
- assert your power and authority
- gain status and prestige; be admired
- be in control
- intimidate the other person
- “put them in their place,” shut them down
- punish the other person
- embarrass or put down
- make them feel the pain and hurt you feel
- change the other person’s views, feelings or behaviors
- to make people learn
- trick and “out fox” the other person
- keep the conversation “under control”
- avoid intense emotions: in self and others
- make everyone feel happy and harmonious
- avoid feeling or being viewed as “incompetent”
- control how others feel about you
- to be seen as a “good one,” an ally
- use the current opportunity to “right the wrongs” you experienced in the past
- change the other person to account for times you either didn’t or couldn’t shift oppressive dynamics earlier in your life
- ignore them
- seek approval of others
- to be liked, to fit in
- avoid confrontation and conflict

Step 5: Shift Your Intentions

My less productive, "negative" intentions	More productive, effective intentions	How I might respond more productively, effectively

When You Feel Triggered, Shift Your Intentions to Align with Your Inclusion Values:

- create greater inclusion
- leave people feeling whole
- engage in respectful dialogue
- do no harm
- "go with the flow;" trust the process
- deepen learning and growth
- meet the people "where they are" without judgment
- use the triggering moment to deepen understanding
- relate in to the person; connect with them
- create space for honest, authentic dialogue
- invite people to learn from the situation
- model the social justice behaviors you espouse - authenticity, empathy, self-reflection, engagement...
- model skills to navigate triggering moments: scan yourself, identify unmet needs, shift self-talk, stress-management, realigning intentions, exploring intrapersonal roots...
- facilitate open, honest discussion
- create space for the other person to express their feelings, perceptions
- deepen understanding across differences
- identify the deeper issues fueling the feelings, perceptions and behaviors of others
- create safety for the expression of differing viewpoints
- treat others with respect and dignity
- encourage more people to engage in the dialogue
- support people to disagree with each other in respectful ways
- model effective recovery skills after making an inappropriate comment or when your behavior results in negative impact
- re-establish credibility with the person/group
- identify inappropriate behaviors and explore the negative impact
- interrupt unproductive, inappropriate behaviors and group dynamics
- take time to "gather oneself," navigate personal emotions, gain perspective...
- build a "bridge" and a connection with the other person
- encourage identity development and growth
- demonstrate compassion and empathy

Prepare, Envision & Take Action

1. How will you maintain your level of passion, energy, motivation, and commitment to create change?

2. Who is in your community of support? How will you expand your community (within and across racial identities) to ensure you maintain the necessary support, personal development, and accountability to work in coalition to create meaningful, sustainable change?

What is possible? List a wide range of possible next steps:

Identify 3-5 actions you will take to:

- a. Create greater racial justice in your organization

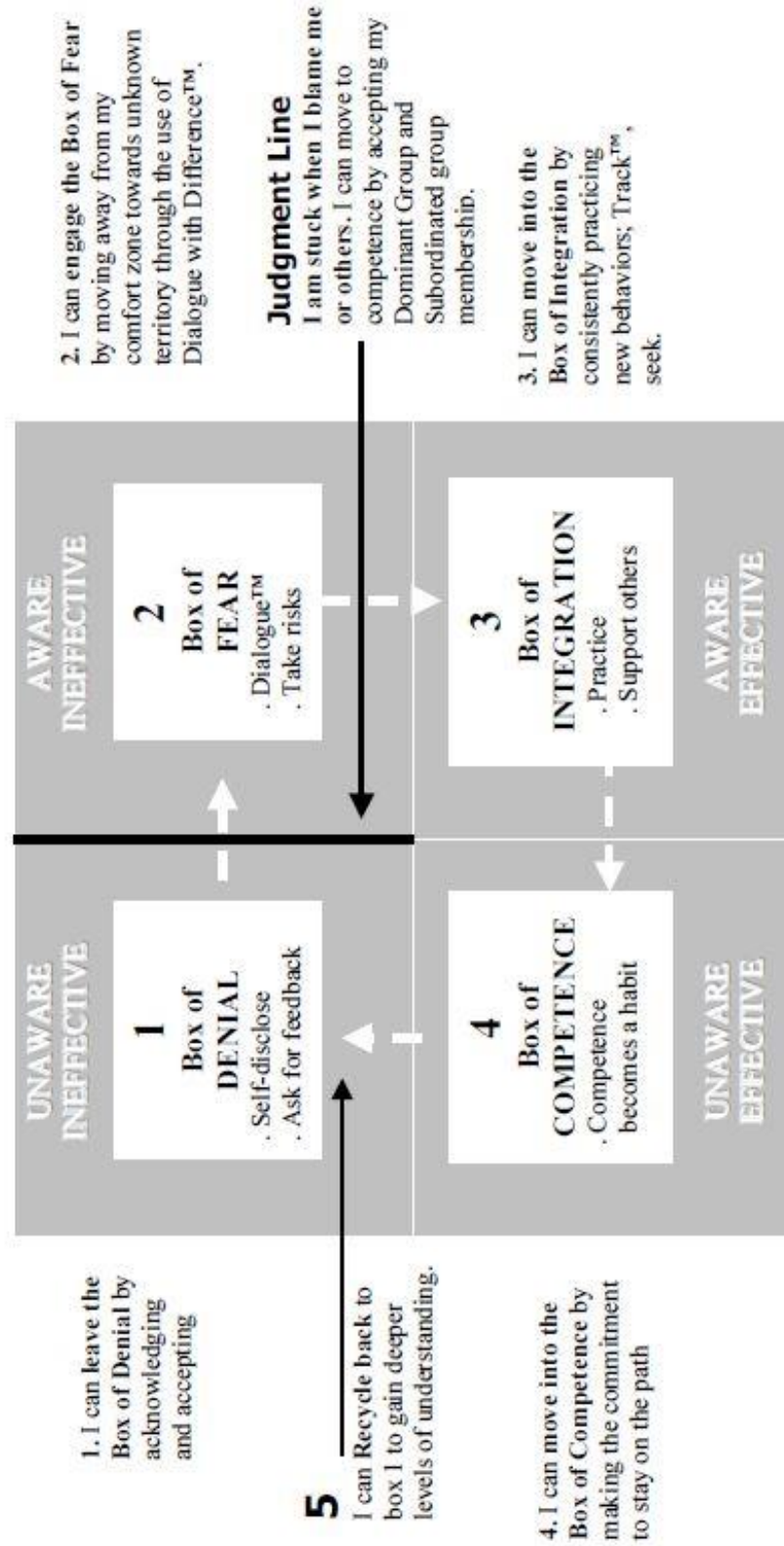
- b. Develop a broader community of white allies & change agents

- c. Support the leadership and professional development of colleagues of color

**Adapted from materials developed by Shannon M. Jolliff-Dettore - Director of LGBTQ Services
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Path to Competence™ Diagram

Moving to Competence within Diversity



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from *Conscious-Unconscious Competence* by Abraham Maslow.

<p>1. DENIAL (Unaware/Unskilled)</p> <ul style="list-style-type: none"> • Don't see dom/sub dynamics • Dom and Sub may believe some stereotypes • Relatively unconscious about how stereotypes influence my attitudes and actions • Actions negatively impact subordinated group members • Unconscious re: privileges dominant group members receive • Dominant group members struggle to take in clear, direct, critical feedback <p>Move along path:</p> <ul style="list-style-type: none"> • Own Group Identities • Acknowledge other's reality • Track • Self-disclosure • Ask for feedback 	<p>2. FEAR (early awareness/low skill)</p> <ul style="list-style-type: none"> • Walking on eggshells • Afraid to offend • Afraid prejudice may show • Track/See dom/sub dynamics more; learning more • Hesitant/unskilled to respond • Fear of being confronted by subordinated group • Dom group members may feel overwhelmed, powerless, guilt, shame • Sub group members feel they need to take on every issue <p>Move along path:</p> <ul style="list-style-type: none"> • Track • Take risks; speak up even if raggedy • Dialogue • Talk with other D/S members
<p>4. COMPETENCE (highly skilled)</p> <ul style="list-style-type: none"> • Committed to staying on Path; continued learning • Relatively unconsciously tracking, making effective interventions • Consistently track, recognize & respond to shifting dom/sub dynamics • Use self as instrument; honest about attitudes, behaviors, mistakes • Outcome usually matches intent • Continue to do own work: Not about being perfect • If make a mistake, own my behavior and make amends <p>Recycle as I encounter new group identity!</p>	<p>3. INTEGRATION (very aware/more skilled)</p> <ul style="list-style-type: none"> • Deliberate attention to issues • Track & intervene in dom/sub dynamics to shift outcome • Dom group members check impact on sub group members without waiting for feedback • Sub group members check for intent before stating impact • Increasing dialogue with members of my dom groups • Still very conscious of needing to focus on dom/sub issues <p>Move along Path:</p> <ul style="list-style-type: none"> • Dialogue, track, ask for feedback • Intervene more; take more risks • Engage within my identity group

JUDGEMENT LINE—STUCK in blame of self and others. MOVE: Claim my judgments of others as parts of me....Accept the judgments of myself and release them. Own all my group identities.

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Path to Competence™ Worksheet,

Delyte Frost, Ph.D., Chambers Group, LLC

<u>Path Element</u>	Privileged Group Behaviors and Comments	Marginalized Group Behaviors and Comments	How to Move Along the Path
Denial			
Judgment			
Fear			
Engagement			
Competence			

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 debriefs

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 debriefs

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 debriefs

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

<p>Race/Racialized Identity Indigenous/Settler</p>	<p>Educational Background</p>
<p>Customer-facing /Back office</p>	<p>Skin Color</p>
<p>Gender Expression/Presentation</p>	<p>Position & Level in the Organizational Hierarchy</p>
<p>Immigration Status</p>	<p>Religion / Spirituality / Ways of Knowing</p>

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
Size/Appearance/ Athleticism	Relationship/ Marital Status
Disability Identity and/or Health Status	Socio-Economic Class (of origin; current)

<p>Mental Health Status</p>	<p>FAMILY MAKE-UP (of origin, current; household members)</p>
<p>Years of Experience (in the field, organization)</p>	<p>Political Affiliation</p>
<p>Veteran/Military Status</p>	<p>Age</p>
<p>Academic credit courses & services/ Non-credit courses & services</p>	<p>Transportation Status</p>

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 = Rarely 2 = Sometimes 3 = Much of the time 4 = Most of the time 5 = 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.

How Have I Focused on Self-Care in My Life as a Social Justice Change Agent?

Directions: Reflect on your own journey as a social justice change agent and ways you have centered or disregarded your own self-care in the process. The following prompts may be useful as you journal.

1. What were some of the early messages you learned about taking care of yourself? How did you learn these messages?
2. What were some of the early messages you learned about taking care of others? How did you learn these messages?
3. What were some of your early messages about the role of work and service in your life?
4. Who would encourage you to take care of yourself?
5. Who would criticize you if you took care of yourself?
6. What were some of the images and messages about how to be a social justice change agent and the role of self-care in social change work?
7. **When, if at all, do you remember feeling close to burnout?** Experiencing burnout? How did you make meaning of these times of burnout? What did you say to yourself when you were burned out?
8. What, if any, costs or **difficulties did you experience** when you were feeling more burned out?
9. What, if anything, has helped you recover from burnout?
10. In what ways do you intentionally construct your life to minimize the chance of experiencing deep burnout, if at all?

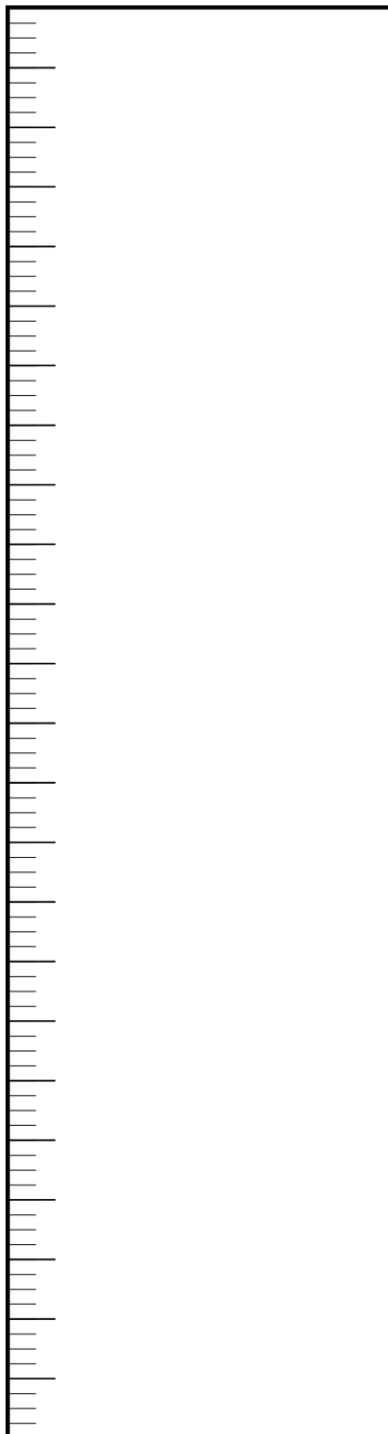
Identify How You Spend Your Time

Developed by Kathy Obear, *The Center for Transformation & Change*


WORKDAY

DAY OFF

Common workday
activities:



Common day off
activities:



How Satisfied Are You?

Rate each of the following using a 0-10 Scale:

0 = Not at all 10 = Completely

- ___ 1. work life, career
- ___ 2. life vision and dreams
- ___ 3. physical health
- ___ 4. exercise, fitness
- ___ 5. emotional and mental health
- ___ 6. eating
- ___ 7. sleep
- ___ 8. time with family and friends
- ___ 9. love life
- ___ 10. play, fun, adventure
- ___ 11. meditation, religious/spiritual/ways of knowing practices
- ___ 12. activities that add joy and happiness to your life
- ___ 13. rest, relaxation, rejuvenation
- ___ 14. emotional care and release
- ___ 15. stress management
- ___ 16. activities that enrich your learning, creativity, intellectual growth
- ___ 17. ways to be of service, pay it forward
- ___ 18. financial health

My Declarations: Self-Care

Directions: Below, write some declarative statements about your beliefs and intentions as you choose to center self-care in your life:

1. I deserve to take care of myself, and I will.
2. I can only serve others if I continue to replenish my energy reserves.
3. I will put myself on top of my to-do list so I can be helpful to others.
4. There is always enough time to take care of me.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

10 Descriptors of Inclusive Organizations

Which describes your overall organization? Pockets?	Data? Evidence?	What is useful? Not useful?	What might facilitate progress?	Ways to mitigate resistance?
1. You are lucky to be here				
2. You can come if you want				
3. You are welcome to be here				
4. We treat everyone equally				
5. We create a welcoming environment				
6. We want everyone to have a sense of belonging				

7. We do what we can to support your success				
8. We intentionally work to accelerate your success				
9. We remove systemic barriers, obstacles, and hurdles to your success				
10. We require everyone to increase their capacity to infuse equity and inclusion into everything they do				
11. We skill up everyone and hold them accountable to dismantle institutional oppression & dynamics of privilege and marginalization in all policies, practices, programs, and services				

Multicultural Organizational Development (MCOD) Goals

Jackson & Hardiman (1994)

- **Eliminate** exclusion and inequity
- **Recognize, value, and maximize** the benefits of social diversity **AND**
- **Create/revise** policies, programs, and services to meet the needs and support the success of the increasingly diverse client, leader and staff populations
- **(Prepare** and develop the next generation of leaders)

A Multicultural Organization

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

Use the following 0-10 scale to assess the current state of your organization:

0 = Not at all. 10 = Completely

- ___ 1. Clear **commitment** to create an inclusive organization.
- ___ 2. Seeks, develops, and values the **contributions and talents of all employees**.
- ___ 3. Includes **all members as active participants** in decisions that shape the organization.
- ___ 4. **Employees reflect diverse social and cultural groups** throughout all levels of the organization; and **demonstrate the multicultural competencies** to serve the increasingly diverse populations.
- ___ 5. **Acts** on its commitment to **eliminate** all forms of **exclusion/discrimination** within the organization, including racism, sexism, heterosexism, ageism, classism, ableism, religious oppression, etc.
- ___ 6. Follows through on **broader social and environmental responsibilities**.

MCOD Developmental Stage Model*

MONOCULTURAL ORGANIZATIONS

Stage 1: The Exclusionary Organization

- Openly maintains the privileged group's power and privilege
- Deliberately restricts membership
- Intentionally designed to maintain dominance of one group over others
- Overt discriminatory, exclusionary, and harassing actions go unaddressed
- Unsafe and dangerous environment for marginalized group members
- Monocultural organization

Stage 2: "The Club"

- Maintains privilege of those who have traditionally held power and influence
- Monocultural norms, policies, and procedures of privileged culture viewed as the only "right" way: "business as usual"
- Privileged culture institutionalized in policies, procedures, services, etc.
- Limited number of "token" members from other social identity groups allowed in IF they have the "right" credentials, attitudes, behaviors, etc.
- Engages issues of diversity and social justice only on club member's terms and within their comfort zone

NON-DISCRIMINATING ORGANIZATIONS

Stage 3: The Compliance Organization

- Committed to removing some of the discrimination inherent in the Club organization
- Provides some access to some members of previously excluded groups
- No change in organizational culture, mission, or structure
- Focus: Do not make waves, or offend/challenge privileged group members
- Efforts to change profile of workforce (at bottom of organization)
- Token placements in staff positions: Must be "team players" and "qualified"
 - * Must assimilate into organizational culture
 - * Must not challenge the system or "rock the boat"
 - * Must not raise issues of sexism, racism, classism, heterosexism...

Stage 4: The Affirming Organization

- Demonstrated commitment to eliminating discriminatory practices and inherent advantages
- Actively recruiting and promoting members of groups that have been historically denied access and opportunity
- Providing support and career development opportunities to increase success and mobility of members of groups that have been historically denied access and opportunity
- Employees encouraged to be non-oppressive through awareness trainings
- Employees must assimilate to organizational culture

MULTICULTURAL/INCLUSIVE ORGANIZATIONS

Stage 5: The Redefining Organization

- Continuously in meaningful development and transition
- Actively making progress towards developing an inclusive organization
- Moving beyond “nondiscriminatory,” “non-oppressive” to proactively equitable and inclusive
- Actively making significant progress towards creating environments that “value and capitalize on diversity”
- Actively making significant progress towards ensuring full inclusion of all members to enhance growth and success of organization
- All are expected to question limitations of & revise organizational culture and climate to create greater equity and inclusion for all: mission, policies, programs, structures, operations, services, management practices, etc.
- Engages and empowers all members in redesigning and implementing policies, practices, services and programs to: redistribute power/authority; ensure the inclusion, participation, and empowerment of all members; and meet the needs of the increasingly diverse populations served by the organization

Stage 6: The Multicultural Organization

- Mission, values, operations, and services reflect the contributions and interests of the wide diversity of cultural and social identity groups
- Leaders and members act on the organizational commitment to eradicate all forms of oppression within the organization
- Members across all identity groups are full participants in decision-making
- Actively works in larger communities (regional, national, global) to eliminate all forms of oppression and to create multicultural organizations

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Indicators of Your Assigned Stage of MCOB

Directions: Use the following questions to discuss your assigned MCOB Stage. Make notes and be prepared to share insights and examples.

1. **Demographics and degree of multicultural competence** of leaders, managers, and employees

2. **Overall culture** of the organization: morale, conflict/tension, written and unwritten rules, etc.

3. **Common patterns of behaviors, attitudes, and feelings** of members of privileged and marginalized groups?

4. **Common practices/results/impact:** decision-making, communication, recruitment, retention, professional development, supervision, programs, services, etc.

5. **What are 2-3 generic/anonymous examples** that illustrate the indicators of this Stage?
 -

 -

Analyzing Policies, Programs, Practices, and Services with an Inclusion Lens

Use the following questions to use an Inclusion Lens to analyze and revise various policies, programs, practices, and services.

1. Why might this be a **useful idea**?
2. By group membership, **whose needs might be met** by this practice or policy?
3. By group membership, **whose needs might not be met** by this practice or policy?
4. What groups **might** have **extra hurdles or barriers**?
5. What groups might be **unintentionally, negatively impacted** by this decision?
6. Might this policy or practice **unintentionally privilege** some groups and **disadvantage or create barriers** for others?
7. **Whose perspectives**, by group membership and experience, might be **useful to seek out** as we consider possible revisions to the practice or policy?

To reflect on recent decision-making processes, discuss:

1. Who was **at the table** when we made this decision?
2. By group membership, who was **not at the table**? Whose voices weren't represented?
3. **Whose input did we use? What additional input** could have helped create a better decision?
4. How did we **develop buy-in** from those who are impacted by or implemented the decision? How else could we have developed greater buy-in?

Next Steps for Individuals and Teams

1. Complete a “scan” of yourself using the following questions:

If people observed you for several days (in meetings, as you interacted with colleagues and clients, scanned your office area, followed you on Facebook/Pinterest/Twitter, etc.):

- What might they assume about your commitment to equity & inclusion?
- What issues of diversity, equity, and inclusion would they assume you care about?

2. Begin a “scan” of your department’s physical environment, including office decorations, pamphlets, marketing, web site, office set-up, etc.

- Imagine you are coming into contact with your office for the first time.
- What impression do you have about the area's commitment to creating a welcoming, inclusive environment for all?
- Are all office areas and public spaces free of any offensive or insensitive images or materials?
- Scan specific visual items and note which ones contribute to a welcoming, inclusive environment, and which could be improved:
 - office decorations
 - pamphlets and other paper materials on display
 - web site statements, pictures/graphics, descriptions of programs and services, marketing
 - office set-up
- How accessible is the office space/web site for people with disabilities (mobility, visual, hearing, learning)?

3. Begin to review/analyze policies, programs, and services with an Inclusion Lens

- Who are we serving?
- What groups might not be getting all they need from our area?
- ✓ Identify 2-3 examples of a program, service, procedure, or policy **that has been intentionally designed** to meet the needs of people from different social identity groups.
- ✓ Identify 1-2 examples of a program, service, procedure, or policy **that could possibly be improved** to better meet the needs of people across a full range of social identity groups.

Marketing Recommendations

PROCESS GUIDELINES

Consider the following when developing overall themes and marketing messages:

- What potential impact will this media have when viewed through multicultural and global lenses?
- Do the images or visual presentations (including videos, PowerPoint presentations, Prezi's, etc.) evoke symbolism relevant in certain cultures?
- Does the language or word choice call upon culturally specific slang, metaphors, idioms, etc.?
- Does the campaign include other elements (e.g., songs, dates, etc.) with historical contexts that might negatively impact people from certain cultures?

Consider the following when making decisions about who and how people are represented in media and marketing materials and strive for continuous improvement in this area.

- Notice what is depicted and happening by group membership visually and audibly
- Who is/is not represented? present? depicted?
- How often are people represented? present? depicted?
- In what roles are people of various group memberships?
- What are people doing? With whom are they doing it?
- What is the placement/sequencing order?
- What are the features/characteristics of those depicted?
- What language is being used (titles, adjectives, pronouns, etc.)?
- What feelings and attitudes are depicted or described?
- Which groups are usually pictured/discussed in marketing materials?
- Which groups are often not included?

CONTENT GUIDELINES

General Guidelines

- Avoid creating invisibility, stereotyping, and/or trivializing group identities.
- Shift the traditional ways of depicting people based on privileged and marginalized group identity.
- Intentionally include images, text, etc., that subtly challenge stereotypes.
- Depict realistic images and situations.
- Depict an inclusive environment: show a balanced and reasonable mix of group identities.
- Balance images and names by race, gender, gender identity, nationality, etc., in graphics, activities, text, etc.
- Avoid stereotypic images, phrases, names, situations, etc.

Adapted from materials developed by Elsie Y. Cross Associates

Images

- Use images that combat stereotypes.
- When documenting events, proactively and intentionally plan to capture images, videos, etc. that reflect all participants and their diversity.

Adapted from materials developed by Rachel Luna and Kathy Obear for ACPA, 2014

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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 an “Inclusion Partner.” 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 “Inclusion Partner.”
- 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.

Selection Processes for Colleges and Universities

Compiled 2008

References

- Evans, A. and Chun, E. B. (2007). Are the Walls Really Down? Behavioral and Organizational Barriers to Faculty and Staff. ASHE, Wiley.
- Marchese, T. J. and Lawrence, J. F. (2006). The Search Committee Handbook: A Guide to Recruiting Administrators, (2nd ed.). Stylus.
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This document highlights benchmarks and recommendations to:

- Increase the probability of recruiting and hiring staff and faculty who demonstrate key multicultural competencies to serve the increasingly diverse student populations at colleges and universities.
- Increase the racial diversity of final candidate pools and increase likelihood that all new hires possess core competencies for creating an inclusive campus community for all students.

A. Overall organizational strategies

The following recommendations focus on changes to overall organizational structures.

1. Networking

Increase connections with colleagues who can advertise openings and recommend candidates

- Continue to expand networks with regional colleges/universities with related graduate programs
- Expand community networks to include organizations that serve the needs of people of color and may be a potential source of contacts, potential candidates, nominations, etc.
- Create opportunities to network with recent/pending graduates of masters and doctoral programs in the region
- Form a regional consortium among colleges and universities to partner in advertising, recruiting, spousal hires, joint appointments, etc.
- Create a list of the professional organizations that faculty and staff participate in, and develop connections with the various interest groups/commissions that focus on issues related to race

- Develop relationships with historically Hispanic institutions, historically Black colleges and universities, and Tribal Colleges

2. Pool of promising candidates ~ Recruit all year round

- Encourage all faculty and staff to always be recruiting potential candidates for future job openings: at conferences, regional meetings, community events, etc.
- Continually update a list of promising candidates for future job openings
- Identify the networks and connections of recently hired staff and faculty for potential candidates
- Invite these colleagues to campus events, such as MLK Breakfast
- Invite these colleagues to visit the campus and meet current faculty, staff, and students
- If a promising candidate is not offered the position to which they applied, develop a plan to nurture the relationship and keep them informed of future position openings
- Develop opportunities for people of color to work on campus for short periods of time, such as: internships for graduate students of color; Faculty Fellows positions for post-docs and ABD graduate students; dissertation-scholars-in-residence; Visiting Scholars Program; short-term appointments from HBCUs and Hispanic-serving institutions; inter-institutional exchanges; etc.
- Attend regional Career Fairs for graduate students to build connections and advertise current position openings
- Assign one faculty/staff member per division and/or department who is responsible for developing a deep bench of potential candidates of color for future job openings. Consider giving release time
- Each division should identify a committee to continually plan for potential open positions: keep a current list of potential candidates, expand their networks in regional associations, etc.
- Proactively seek a pool of potential Adjunct faculty from graduate programs at regional colleges and universities

3. Promote the college's image as an inclusive, multicultural environment

- Create a list of presentations/talks that faculty/staff can offer at regional community organizations, colleges/universities, graduate programs, etc.
- Prepare a list of Talking Points for any staff/faculty who present a talk/program at regional organizations ~ so they talk explicitly about the college's commitment to serving the needs of all students, and attracting and retaining faculty and staff who demonstrate the skills and competencies to serve the increasingly diverse student population

- Proactively contact regional organizations, especially those with graduate programs, and offer faculty and staff as guest speakers
- Expand the college's website to include a section for prospective candidates that includes the Mission, Vision, Values, and any statements about the college's commitment to creating an inclusive campus community and hiring and retaining staff and faculty who demonstrate the competencies and skills to support the academic success of the full range of students on campus; links to information about the region, including the housing market; links to descriptions of benefits; etc.
- Create a "research center" on campus that is inter-disciplinary and focuses on issues of diversity, inclusion, and multiculturalism

4. Advertising ~ Expand advertising efforts to include:

- Review the data about the demographics of applicants from each of the current advertising venues
- Assess the current advertising venues of peer institutions and local corporations/non-profits who attract and retain a racially diverse workforce
- Expand the list of listservs/bulletin boards/newsletters/web sites for posting positions to include the professional organizations that faculty and staff participate in within their field
- Post job announcements on additional venues, such as: National Name Exchange Program, www.grad.washington.edu
- Send all position descriptions and list of preferred competencies and experiences to all staff/faculty, and ask them to help recruit applicants and to send the announcement to colleagues on listservs, etc.
- Send a personalized email with Position Announcements to all recent hires and members of all Diversity Councils, Task Forces, Caucuses, Committees, etc.
- Send Position Announcements to all networks and contacts: department chairs, deans, career centers, faculty advisers, etc.
- Meet with key leaders and groups on campus to brainstorm additional advertising and recruiting strategies (union leadership; key leaders of Diversity Caucuses, Task Forces, etc., Academic Coordinators, expanded leadership team, etc.).

5. Develop additional funding streams

- Set aside funding pools to hire faculty/staff who have highly valued skills and competencies with respect to creating inclusive, multicultural campuses (Target of Opportunity Appointments).
- Create reward incentives that reinforce departments and leaders with a success record of retaining a racially diverse workforce.

6. Seek feedback on current processes and procedures

- Gather feedback from recently hired faculty and staff regarding ways to improve the search process.

7. Create a formal process to support the successful transition of new hires

- Focus on retention through formal mentoring programs for all new faculty and staff
- Create a template for “Transition Teams” to provide support to new hires over the first 12-18 months of employment.
- Dual careers: Plan how to support the partner/spouse of final candidates who are job searching in the region ~ pay for spouses to come to campus for the final interview; arrange for them to meet regional employers in their field.

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

- Create the opportunity for staff and faculty to participate in a training program to become an “Inclusion Partner.” Participants would develop deeper skills and competencies to track and recognize comments and practices that could undermine the college’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 that all Search Committees have at least one “Inclusion Partner” on the team.
- Create resources for the development of new cross-department/division programs and services to meet the needs of students from under-represented groups.
- Create resources to support faculty who are developing new multicultural courses and/or infusing issues of diversity into existing courses.
- Allocate resources to support faculty and staff research on issues of academic success of under-represented groups.
- Schedule several programs each year that explore issues of integrating diversity into daily practices, such as: panels of faculty discussing how they infuse issues of diversity and inclusion into the curriculum; speakers and training sessions on the competencies to effectively serve various segments of the student population; presentations by faculty on their current research related to issues of multiculturalism and diversity; roundtables of interested faculty and staff to share promising practices; faculty and staff retreats to increase skills and competencies and share best practices; etc.
- Require all staff and faculty to participate in a diversity training session every 2-3 years.

- Add to the annual planning process: Planned strategies to increase the skills and competencies of current staff/faculty to serve the increasingly diverse student population; planned strategies to increase the pool of promising candidates for future job openings; planned strategies to increase the retention of current staff/faculty, especially those that demonstrate competencies and skills to serve the increasingly diverse student population.

9. Assess current practices and procedures

- Gather data on the past 10 years and analyze the race/gender demographics by: job category; pools of all applicants/position opening; pools for 1st round interviews; pools for 2nd round interviews; candidates recommended for hiring; candidates offered positions; candidates hired; length of stay of new hires.
- Gather feedback from recent hires about the search process, and suggestions for improvement.
- Gather feedback from recent participants in the interview processes and search committees for ideas for continuous improvement.
- Share Lessons Learned with all Hiring Managers and potential chairs of future search committees 1-2 times/year; invite members of the Diversity Council/Task Force to attend.

10. Define what the college means by a “racially diverse pool” ~ create minimum benchmarks

- Search Committees should strive to have people of color represent one-third of the initial interview pool.
- The 2nd/final interview pool should have at least 2-3 people of color in it.
- The set of recommended finalists to the Hiring Manager should include 1-2 people of color.

11. Ensure that the training of Search Committees includes exploring potential bias

- Review potential for unconscious bias; see Turner, pgs. 15-17.
- Debunk common myths about recruiting people of color: see Moody, pgs. 89-92.
- Discuss the tendency to assume people of color may be “less qualified,” and therefore, committee members may unconsciously require greater evidence of the skills and competencies of people of color than white candidates.
- Discuss the unconscious tendency to hire people who are similar to you by demeanor, style, values, interests, educational background, experience, etc.
- Discuss how the potential for “elitism” can eliminate promising candidates; explore possible unconscious preferences for certain graduate schools and preparation programs.
- Discuss how promising candidates may have developed the preferred competencies through alternative job experiences and career pathways, i.e., community organizations, business, volunteer work and community service, military service, government work, etc.

- Emphasize how an effective search process is a powerful tool for retention of staff and faculty; therefore, reinforce the need to ensure that all candidates have a very inclusive, welcoming, and supportive experience throughout the search process.

“The more successful search committees believe that racial and ethnic diversity both meets the programmatic needs of the department and advances the institution’s overall mission.” (Turner, pg. 5)

“All steps taken during the search process can contribute to a solid foundation for the successful retention of faculty of color hired as well as to successful recruitment in the future.” (Turner, pg. 13)

12. Adjunct hiring processes ~ Form a cross-functional team of hiring managers of adjunct/part-time faculty to:

- Gather current race/gender demographics of adjunct faculty and staff; disaggregate data by job function and division.
- Review the recommendations in this document.
- Consider similar strategies to increase the hiring of adjuncts/03 who demonstrate the skills and competencies to effectively serve the increasingly diverse student population on campus.
- Discuss how can the members of the Diversity Council/Task Force be involved in creating a broader network of potential candidates for adjunct positions.

B. Individual Position Openings

1. Job Posting/Job Description

- Review and rewrite (as needed) the current job description to align with the college’s Strategic Plan, Commitment to Equity and Inclusion, and list of Preferred Competencies and Experiences, etc.
- Ensure that the stated “minimum requirements” are essential to the position.
- Ensure that the listed core competencies and preferred experiences specifically identify demonstrated multicultural competencies to serve the increasingly diverse college student populations.
- In the college overview, emphasize the institutional commitment to creating an inclusive campus environment, and the expectation that all members of the community actively work to create inclusion and create programs and services that meet the needs of the increasingly diverse student population.

- Suggested phrase to emphasize the organizational commitment to diversity: “The college is committed to increasing the diversity of the college community and the curriculum. Candidates who can contribute to that goal are encouraged to apply and to identify their strengths and experiences in this area.” (Moody, pg. 97) See also Turner pgs. 17-18.
- Encourage candidates to apply who demonstrate the skills and competencies to serve an increasingly diverse student population ~ “We encourage candidates to apply who have demonstrated experience and competence to support the academic success of the increasingly diverse student population at colleges and universities.”
- List any credential(s) as preferred, unless mandated by laws or regulations.
- List any years of experience desired as preferred.
- Do not specify a deadline for applications; instead, “The Committee will begin reviewing applications ____.”
- Refer candidates to the college’s website where they can review: Strategic Plan, Mission, Values, Mutual Expectations, etc.

2. Developing the list of Preferred Competencies and Experiences for this Position

~These will be used as **Screening Criteria** by the Search Committee

- Gather input for this list from a broad group of constituencies who have reviewed both the revised job description and the position description.
- To prompt input, ask: What knowledge, skills, attitudes, and personal traits are critical for the candidate to succeed in this position? Especially as they support the academic success of all students on campus? What skills and qualities do you want to see demonstrated by the person who is selected for this position?
- Search Committee Chair meets with Hiring Manager and Affirmative Action Officer to create an initial draft for Committee review.
- Preferred Competencies and Experiences that relate to serving a diverse student population:
 1. Demonstrated experience in serving the full breadth of students at a college/university.
 2. Demonstrated ability to collaborate and partner with colleagues across the college community to design and deliver innovative programs and services to support the academic success of all students on campus.
 3. Demonstrated experience working effectively on diverse work teams.

4. Demonstrated ability to work effectively with students from the full range of differences reflected on college campuses, including, but not limited to: ableness/disability, age, economic/social class, English proficiency, ethnicity, family status, gender identity and expression, national origin/citizenship status, race, religious/spiritual expression, and sexual orientation.
5. Experience developing and implementing programs, services, courses, etc., that are designed to meet the needs of the increasingly diverse student population.

3. Advertising

- Send the posting with a cover letter to key colleagues at graduate programs and peer institutions who could recommend potential candidates and/or pass along the job posting.
- Seek nominations from current staff and faculty.
- Send the job announcement to all contacts and networks who have access to potential candidates of color; invite nominations and ask them to circulate the job announcement throughout their networks.
- Send a letter to all people who have been nominated and invite them to apply.
- Ask leaders and colleagues to make personal contact with potential candidates and invite them to apply.

4. Develop effective relationships with promising candidates

- Ensure timely communications, such as: acknowledge receiving the application, call candidates prior to interviews to answer any of their questions and provide information about the interview, contact candidates to gather their questions about the position, the college and the region so this information can be shared with them during the interview or through other means, etc.
- Make personalized contacts with promising potential candidates of color; research their interests and areas of expertise and discuss how these are valued and will be supported in their future research, professional development, and career paths; avoid sending generic emails and letters to promising candidates.

5. Develop a racially diverse, culturally competent pool of promising candidates

- The Hiring Manager and the respective executive leader should confer with Human Resources regularly to assess the racial diversity of the applicant pool prior to the committee's review of applications and increase recruiting efforts as needed to ensure a robust, racially diverse pool.

- Talk directly with contacts who have nominated promising candidates; be explicit about the college's commitment to creating an inclusive campus community and hiring staff and faculty who actively contribute to the academic success of the full range of students on campus.

6. Forming Search Committees

- Require that each committee's membership is diverse by race and gender, at a minimum
- Require that all committee members have participated in a diversity training program within the past 2-3 years.
- If do not have enough people of color within the department to sit on the committee, pull from across campus and from the surrounding community, local colleges/universities, etc.
- Require that at least 1 member has completed the training for Inclusion Partners.
- Require that all members have demonstrated understanding of what skills and competencies are necessary for supporting success of all students on campus.
- Require that all committee members are committed to creating inclusion on campus and to serving the increasingly diverse student population.
- Identify 2-3 members of the committee that have demonstrated competency in creating inclusive campus environments for all students, staff and faculty.
- Appoint one committee member to serve as the "Diversity Advocate" whose role is to partner with the chair to track the team dynamics as members discuss candidates, the demographics of the interview pools, and the fairness and equity of interview dynamics, and as the committee debriefs interviews and makes recommendations.
- Membership of the committee should be reviewed and approved by the executive leader of the division.

7. Charge to Search Committee

- The Hiring Manager, executive leader of the division, and/or the President meets with the Search Committee.
- The executive leader and/or President talk about: the commitment to hiring faculty and staff who not only mirror the diversity of the students but also demonstrate the skills and competencies to effectively serve all students on campus; why having a racially diverse staff and faculty is crucial to college's success; why hiring people who demonstrate the competencies to effectively serve the increasingly diverse student population is critical to the organization's future; their expectations regarding the identification of a diverse pool of candidates who meet the minimum requirements for the position; and emphasize the expectation for fair, inclusive search practices.
- The committee is given their Charge by the Hiring Manager and/or divisional leader

- The Committee reviews and discusses the Charge and the list of Preferred Competencies and Experiences.

8. Preparing to review resumes

- Chair and a subset of committee, or entire committee, reviews all applications listed in “All Applicant” pool, in case someone meets the minimum requirements, but answered that online question inaccurately.
- Review with committee members: What are the core competencies, skills and experiences we are looking for? What types of data and information will give us insights into whether this candidate possesses and demonstrates these skills and competencies?
- Create a Preferred Competencies and Experiences Matrix chart: list the 6-10 key preferred competencies and experiences and assess each resume/cover letter for indicators of these.
- Conduct a practice session with the Committee to review several different types of resumes using the Preferred Competencies and Experiences Matrix chart.

9. Selecting a candidate pool for the 1st round of interviews

- Review the position description and list of preferred competencies and experiences.
- Develop a list of potential candidates (8-12 people).
- Note the demographics of this list by race and gender.
- If there is not sufficient racial diversity among the candidates (25-30% of pool), then consider creating several smaller pools using different key criteria; form the pool for 1st round interviews from the top candidates across all of these smaller pools.
- If the potential pool is not diverse enough by race and gender, consider reviewing candidates by race/gender alike groups, and select the top 2-3 from each group to interview.

10. Preparing for the 1st round of interviews

- Invite the initial set of 8-12 candidates to submit additional materials that demonstrate their competencies and experiences working with the types of students who attend universities and colleges, i.e., articles, course syllabi, workshop outlines, copies of policies and procedures they developed, descriptions of programs they developed, course material they developed, etc.
- Ask each candidate to send a written response to the following questions: 1) Describe your experience working with students, faculty and staff who reflect the full range of diversity on a college campus. 2) Describe 2-3 specific examples that illustrate your skills and competencies for supporting the academic success of the full breadth of college students.
- Committee members review these additional materials prior to 1st round interviews.

11. After each Search Committee interview

- The committee members use the job description and the list of preferred competencies and experiences to discuss their initial reflections about the strengths and areas of possible concern for the candidate.
- The Chair takes notes and prepares a summary of the committee's comments.

12. Selecting a pool of candidates to invite for 2nd round interviews

- Review the position description and list of preferred competencies and experiences.
- Solicit input from all committee members, even if they did not participate in a 1st round interview; they can still speak to their assessment based upon the resume, cover letter, and additional materials of the candidate, as well as the evaluations of those who participated in the interview(s).
- Select 6-8 candidates for a 2nd round interview.
- Select at least 2-3 people of color to participate in 2nd round interviews.
- Discuss and note the rationale for both selecting and not selecting each candidate for a 2nd round interview.
- Discuss the rationale for this list of candidates with the Hiring Manager and the Affirmative Action Officer.

13. Clarify the specific guidelines and requirements for the Presentation session for 2nd round campus interviews

- Review the position description and preferred competencies and experiences as you prepare to discuss the specific outcomes for the Candidate Presentation.
- Develop a clear, consistent set of requirements for the Presentation to send each of the candidates you intend to invite to a 2nd interview; include a description of the type of audience they can expect.
- Ensure that the candidates will have the opportunity to demonstrate several of the key preferred multicultural competencies during the Presentation.

14. Preparing to bring candidates to campus for the 2nd round of interviews

- Call each candidate and ask them with which individuals and groups they would like to meet during the interview process, i.e., staff/faculty with similar backgrounds and interests, students, recent hires, long-term employees, peers in other divisions, etc.
- Ask them what questions they have about the community, the region ~ gather and send them materials related to their questions, i.e., schools, housing market, spousal employment, etc.
- Review the Presentation requirements in detail with each candidate.
- Be prepared to discuss issues raised by the candidate with respect to family and partner needs.

15. Preparing for 2nd round interviews

- Committee members review Interview Guide to ensure there are enough questions and opportunities to explore the preferred skills and multicultural competencies of each candidate.
- Suggested questions: Describe an example that illustrates your demonstrated competencies to work effectively with a student population that is diverse by a wide range of group memberships, such as age, parental status, race, ethnicity, economic class, gender identity, national origin, 1st language, sexual orientation, educational status of parents, etc. Describe a time you were not as inclusive as you would have wanted to be; what did you learn from that experience? Talk about how you have developed your skills and competencies to serve our increasingly diverse student population. What are some of your areas of strengths in serving a diverse student population; and what are some areas you need to develop further to increase your capacity to serve the full breadth of students on campus? Describe situations that demonstrate your ability to supervise and/or partner with people who are different from you?
- Candidates who are invited for 2nd round on-campus interviews should be asked to submit additional materials for review by the search committee and hiring manager prior to their campus visit, such as: a **Portfolio of materials** that demonstrate their commitment to creating inclusive campus communities that serve the needs of all students (i.e., training outlines they have facilitated, committee reports they have chaired, departmental mission statements they have developed, cultural audits they have implemented in their areas of responsibility, programs and services they have championed and developed that serve under-represented groups; letters they've written that were published in the campus or local newspapers; blogs they have written; etc. **Their answers to the following question:** Please describe three recent examples that illustrate the depth and breadth of your multicultural competencies to create campus environments which serve the needs of an increasingly diverse student population.
- On-campus 2nd round interviews need to include opportunities for candidates to interact with students who represent a wide range of differences on campus, such as during a public presentation and Q&A session or a group interview with the Student Senate and other interested students; committee members' observations of the candidate's ability to effectively interact with all students should be included in the evaluation materials.

16. Call candidate-identified references before candidates come to the 2nd interview/on-campus interview

- Send each reference, prior to the call, the position description and the list of preferred competencies and experiences.

- Develop a set of behavioral and performance-based interview questions to explore how each candidate aligns with the preferred competencies and experiences.

17. Presenting a realistic view of the position and the college

- During interviews and discussions with candidates it is important to always present a realistic view of the campus environment, i.e., positive strengths and possible concerns regarding the current culture, climate, and unwritten expectations and norms; any additional expectations regarding advising, college service, research, regional and community involvement, etc.

18. Evaluations

- Give each person scheduled to meet with a candidate an evaluation, the interview schedule, the job description and position description, and the list of preferred competencies and experiences.
- Evaluations should include questions that ask for a summary of the strengths and areas of possible concern for each candidate, and the related data/experience from which they based their assessment.

19. Contacting references beyond those supplied by the candidate initially

- Before the Committee meets to identify their recommendations to the Hiring Manager, the Chair needs to call several additional people for references who have experience working with the candidates.
- The Chair could ask the candidate for additional names, and/or let the candidate know that s/he will be calling a few more people for references, beyond the list of names already provided.

20. Selecting final candidates to recommend to Hiring Manager

- Committees should send a list of 3 candidates, unranked to the Hiring Manager.
- This list should only include candidates who the committee clearly recommend for hiring.
- This list should include at least 1-2 people of color.

21. Reaffirm the policy and procedures for Hiring Managers to use if the 1st or 2nd interview pools or the final list for hiring is all white and/or all male.

- Hiring Manager meets with the Chair to review the process to date.
- Hiring Manager, and potentially the Affirmative Action Officer, personally reviews all resumes.
- If the Hiring Manager finds more people of color to add to candidate pool, Hiring Manager confers with Chair to invite these candidates for interviews.
- If no other candidates are found, reopen the search and/or extend the deadline for applying and increase advertising efforts.
- Reassess original minimal qualifications and/or position requirements, and revise if needed.

22. Make the offer to the top candidate

- The Hiring Manager should be prepared to discuss additional “incentives” with the top candidate, such as professional development opportunities, stretch assignments, reduced teaching loads, research opportunities, etc.

23. Preparing for the new hire’s orientation and transition to campus

- Create a “Transition Team” to support the new employee’s transition and orientation to the college; include members from the Search Committee, colleagues in the department, peers from other divisions/departments, student leaders, etc.
- 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 campus, and plan to have members of the department available to greet them and help them move in, if possible.

24. Orientation and transition to campus

- 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.
- Schedule meet and greet meetings with key colleagues and partners.
- Develop a mentoring program to support new hires for the first 12-18 months of campus; create 2 mentors/new hires: one from their area, and one from across the campus community.

- Develop a professional development plan for new hires to ensure they receive critical information about the campus culture, procedures, policies, governance structures, etc.
- Sponsor regular gatherings for all new hires to meet and network with each other and campus colleagues.

References

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Additional Questions to Consider to Recruit and Retain a Culturally Competent, Racially and Gender Diverse Faculty and Staff

A. Recruiting Practices

- Are there any unnecessary required “qualifications” or criteria that may limit the potential pool?
- Have you advertised with every related professional organization that has caucuses for people of color and women (across all races)?
- Have you mobilized alumni to help identify potential candidates?
- Is your website updated with relevant information about the local community, partner/spousal hiring assistance, family friendly policies, family care resources, campus climate, tenure policies and practices (stop the clock), etc.
- Are current faculty and alumni highlighted on the website?
- Are departments given access to resources to support “cluster hiring,” targets of opportunity, dual career hiring, or to offer financial incentives?
- Does the school/college sponsor conferences and institutes on Preparing Future Faculty designed to better prepare doctoral students and postdoctoral fellows of color and white women for their next steps in academia?
- Do all faculty and administrators review scholarship/research and conference presentations for potential candidates to network with?

B. Hiring Manager/Search Committee Tasks

- Do all search committees participate in identifying the expected cultural competencies of successful candidates? Such as demonstrated capacity to:
 - Create inclusive campus and classroom environments
 - Support the personal and academic success of men and women of color and white women
 - Infuse critical academic and life skills/competencies into the curriculum and pedagogy
 - Collaborate with other faculty on department planning, course development, teaching, research, etc.
 - Mentor junior faculty and doctoral students who are people of color and white women
- Do all search committee members participate in meaningful trainings of Eliminating Implicit Bias?

C. Selecting Candidates to Interview

- Are candidates with “non-traditional” training and experience considered?
Do search committee members vigilantly track how members talk about candidates from different racial and gender identities? And interrupt all micro-messages and biased comments?

D. Interview Questions to Consider

- Describe your experience working with creating an inclusive classroom environment.
 - ✓ What do you hope to accomplish with these tactics?
- Describe how you have intentionally supported the personal and academic success of students who are traditionally under-represented in engineering.
 - ✓ What were the outcomes of your efforts?
- What change have you made to increase your capacity to create inclusive classrooms and support the persistence and success of the full breadth of students you teach and advise?
- Describe how you have intentionally designed your pedagogy and curricula to help all students develop critical life and work competencies to live, work and lead in an increasingly diverse global context.
- How have you continued to deepen your multicultural competencies and capacity to teach and work effectively with students and faculty from the full range of differences on college campuses?
- Talk about your efforts at the local, regional, national, and international level to develop and encourage greater cultural competence and racial and gender diversity among doctoral candidates and junior faculty.
- Describe your research and scholarship that is related to increasing the racial and gender diversity in STEM fields.

E. Campus Visit

- Do all candidates have the opportunity to meet with HR personnel to discuss issues related to spousal/partner benefits, dual career issues, family care, the local community, health benefits, etc.

F. Selecting Final Candidates

- Do Search Committee members intentionally discuss potential evaluation bias and implicit bias as they review candidates?

G. Hiring Practices

- Are people of color and white women hired in groups or “clusters?”

H. Mentoring Programs for New Faculty

- Do all new faculty have support to develop relationships with mentors within the department and outside of the department?
- Are all formal and informal mentors given clear expectations, training, and resources to guide their mentoring activities?
- Are group mentoring opportunities provided for new faculty (heterogeneous groups as well as more homogeneous groups by social identity)?

I. Development Practices

- How are senior faculty held accountable for providing effective mentoring and development of junior faculty?
- Are all new faculty and junior faculty participating in formal and informal mentoring programs?
- Do all pre-tenured faculty have regular access to:
 - Transparent information about tenure requirements
 - Coaching and honest feedback about their progress on tenure requirements: service, teaching, and scholarship, etc.
 - Support and skill development to enhance effective teaching and classroom/lab management capacities
 - Mentoring to support their research and scholarship
 - Support for work–life balance and family responsibilities
 - Meaningful connections with other faculty within and outside of department
 - Travel funds and support for presenting papers and conducting research
 - Institutional support for writing grants
 - Writing groups
 - Release time to write
 - Collaborative course development
- Do all deans meet individually with new faculty once a semester to discuss climate, department dynamics, development opportunities, tenure processes, etc.

- Do all faculty have access to high quality development opportunities, including learner-centered teaching and active pedagogies, culturally relevant pedagogies and curricula, navigating difficult dialogues in the classroom, etc.
- Do all faculty have access to faculty learning communities and opportunities to build interdisciplinary connections and communities of practice?
- Does each department designate at least 1 faculty member to partner with the Chair to lead and support faculty development within department?

J. Promotion and Tenure

- Do all faculty have opportunities to meet with members of the Personnel/P&T Committee each semester to explore questions about portfolio preparation, the tenure process, reappointment, promotion, etc.
- Are there annual assessments, disaggregated by race and gender, of the time spent on research, teaching and service (advising, committees, mentoring under-represented students)?
 - Time to tenure
 - Time to promotion
- Do you offer leave and “stop the clock” provisions for tenure? And part-time tenure-track positions?
- Are the following activities valued in promotion and tenure decisions?
 - Advising and supporting the personal and academic success of students of color and white women
 - Supporting the graduation of students of color and white women
 - Mentoring and supporting the retention of faculty of color and white female faculty
 - Increasing the cultural competence of faculty
 - Collaborative and interdisciplinary research and scholarship
 - Co-teaching, within and across disciplines
 - Research/scholarship collaborations with students
 - Creating inclusive classrooms and curricula that enhance students’ capacity to lead and work effectively in increasingly diverse and global contexts
- Is effective teaching truly valued?

K. Continuous Assessment and Improvement

- Do you assess reasons why white women, men and women of color turn down offers? Leave after 1-3 years?
- Do you track the careers of men and women of color and white women who were not offered positions: Where are they now? How are they contributing?
- Do you conduct annual assessments, disaggregated by race and gender, of salaries, development opportunities, promotion and tenure, and recruiting, hiring, and onboarding practices?
- Do faculty and staff regularly discuss the impact of privilege and marginalization within the department and school?
- Does each department have at least one “Inclusion Partner” who partners with the chair to use an Inclusion Lens to continuously review and revise practices, policies and development activities to support the continuous improvement in the department and individual faculty development?
- Are top academic leaders leading task forces focused on increasing the racial and gender diversity among faculty (recruiting, retention, promotion, tenure)?
- Is there an Assistant/Associate Provost for faculty recruiting and retention?

L. Retention

- How are chairs and department heads incentivized to recruit, retain and promote a more culturally competent, racially and gender diverse faculty?
- How are they held accountable for “moving the needle?”
- Are there meaningful systems to recognize and reward faculty for outstanding contributions to service, teaching, and research?
- Do academic leaders annually collect and analyze data about climate and satisfaction among faculty that is disaggregated by race, gender, hierarchical level/position, etc.
- Do academic leaders and faculty discuss these data annually and explore ways to improve the climate, culture, policies, and practices?
- Do faculty have access to high-quality graduate student assistance and administrative support?
- Are all faculty expected and held accountable for maintaining collegial, professional behavior?
- Do academic leaders annually review faculty job assignments, “stretch opportunities,” seed money for new projects, and rewards for job performance to ensure equity and fairness?
- Are men and women of color and white women encouraged to seek leadership positions in the department and college/school?
- Are academic leaders connected to Board members who are charged with increasing the racial and gender diversity of the entire faculty?

M. Organizational Climate

- Do all faculty and staff understand the expected behaviors to create inclusive classrooms and campus environments as well as the consequences for exclusionary behaviors?

- Are faculty held accountable for creating inclusive classrooms, deepening their cultural competence, mentoring and developing other faculty, supporting the personal and academic success of all students, and creating inclusive dynamics in faculty meetings and other settings?
- Are all faculty and staff held accountable for participating in required trainings on sexual harassment, Title IX, grievance procedures, etc.
- Is there a process of continuous improvement where faculty and staff are engaged in assessing current practices, policies, programs, and services with an Inclusion Lens?
- Are there effective systems for faculty and staff to discuss and/or report and resolve issues and incidents that create a hostile, chilly work environment?
- Do all academic leaders consistently discuss the “business case” for successfully recruiting, retaining, and promoting a culturally competent racially and gender diverse faculty?
- Do academic leaders conduct annual Cultural Audits of individual departments and the overall school/college?
- Are all academic leaders, including chairs, required to submit annual Inclusion Plans that outline meaningful progress and strategies for achieving equity and inclusion goals that are aligned with the institution’s Strategic Plan?
- Do all academic leaders and faculty discuss the unwritten norms and rules as well as how the organizational culture may be unintentionally grounded in, and perpetuating, male-centric, Eurocentric, and heteronormative cultural values and expectations?
- Do all deans annually review and discuss these annual reports with department chairs?
- Is progress towards equity and inclusion goals a central part of chairs’ and other academic leaders’ performance review?
- Are impactful and innovative practices shared annually among academic leaders and faculty?

N. Suggested Statement for Position Announcements, Marketing Materials

Our organization is committed to creating equitable and inclusive workplace environments that accelerate the success of the full range of our leaders and employees. We believe that employees who feel valued and respected will create policies, programs, practices and services to effectively meet the needs and exceed the expectations of the increasingly diverse client’s populations we serve and hope to.

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

We are committed to hiring and retaining a racially diverse, culturally competent staff and leadership at all level of the organization who not only reflect the demographics of our clients but also continue to deepen their skills and competencies to serve the full range of our clients.

Reflections

"When we plant a rose seed in the earth, we notice that it is small, but we do not criticize it as "rootless and stemless." We treat it as a seed, giving it the water and nourishment required of a seed. When it first shoots up out of the earth, we don't condemn it as immature and underdeveloped; nor do we criticize the buds for not being open when they appear. We stand in wonder at the process taking place and give the plant the care it needs at each stage of its development. The rose is a rose from the time it is a seed to the time it dies. Within it, at all times, it contains its whole potential. It seems to be constantly in the process of change; yet at each state, at each moment, it is perfectly all right as it is."

— W. Timothy Gallwey (The Inner Game of Tennis)

Life offers its wisdom generously. Everything teaches. Everyone doesn't learn. Life asks of us the same thing we have been asked in every class: "Stay awake." "Pay attention." But paying attention is not a simple matter. It requires us to not to be distracted by expectations, past experiences, labels and masks. It asks that we not jump to early conclusions and that we remain open to surprise. Wisdom comes most easily to those who have the courage to embrace life without judgment and are willing to not know, sometimes for a long time. It requires us to be more fully and simply alive than we have been taught to be. It may require us to suffer. But ultimately, we will be more than we were when we began. There is the seed of a greater wholeness in everyone.

~ Rachel Naomi Remen in ***My Grandfather's Blessings***