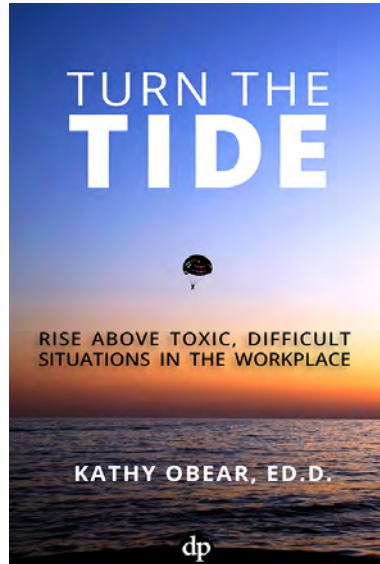
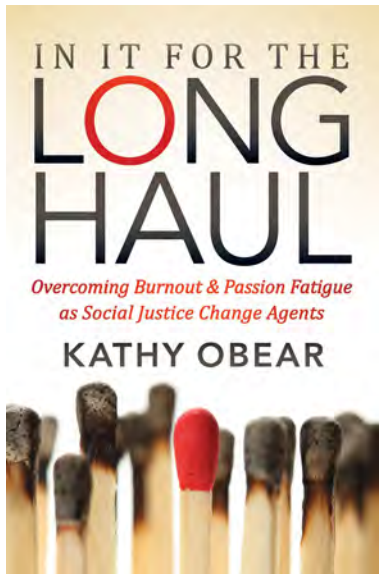
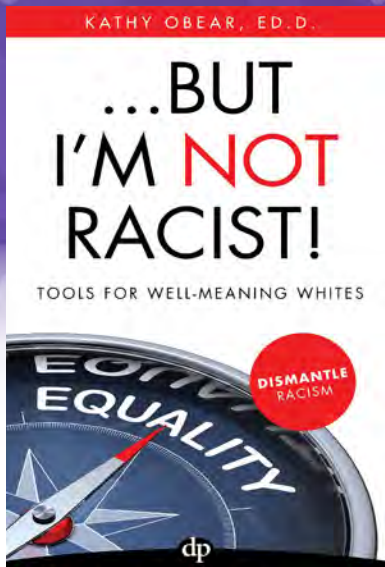


## **Homework for the session #3**

- 1. Read article, White Supremacy Culture (online)**
- 2. Use the *White Supremacy Culture Cards* with others to discuss and analyze your current organizational culture.**
- 3. Have conversations with colleagues about the unwritten organizational rules for “professional” and what “leadership” means**
- 4. Assess your current capacity to design & facilitate White Accountability Spaces (pgs. 10-15)**
- 5. Bring dilemmas & examples: Resistance from employees and leaders; common traps and pitfalls**



## Leading White Accountability Spaces in Your Organization

### Session #3

Kathy Obear, Ed.D.  
*@kathyobear*

[www.drkathyobear.com/events](http://www.drkathyobear.com/events)

***BREATHE!!!***

# **BONUS Q&A**

## **Just for Course Participants**

- **Friday, March 27<sup>th</sup>, same time**
  - **2:30-4pm ET**
  - **Same Zoom link**
  - **Will be recorded**
- **Bring any & all questions & dilemmas**

## Today's Learning Outcomes:

Increase your competence, confidence,  
and courage to:

- **MORE Design and scaffold learning activities to develop the capacity of participants over time**
- **Assess your current capacity to design & facilitate White Accountability Spaces (pgs. 10-15)**
- **Questions & dilemmas**

**Questions, wonders, insights,  
reactions from last week's  
material?**

**What may have fueled these  
racist behaviors?**

# **Common Racist Behaviors and Attitudes of Many Whites ~ *Internalized Dominance* (pg. 44-47)**

- 1. Which of the following dynamics have you observed or heard many whites do or say?**
- 2. Which have YOU thought, said or done?**
- 3. CHAT: Any additional common racist patterns/dynamics you have witnessed or experienced?**



# Common Racist Behaviors and Attitudes of Many Whites

- **I “earned” what I have**
- **“Professional” (White cultural) norms are better**
- **People of color need to assimilate**
- **If they just worked harder**
- **Hired to fill a quota**
- **Resent taking direction**
- **Look how far we have come**
- **That’s in the past; get over it**
- **Assume whites are the leader**
- **Exaggerate level of intimacy**
- **Scared to be called racist**
- **You attacked me**
- **I can’t say anything now**
- **I’m a “good white”**
- **I have friends of color**
- **Rationalize race dynamics: That happens to me, too!**
- **They play the “race card”**
- **They don’t appreciate all I do**

# Interrupt & Shift Racist Internalized Dominance

- **Is it true? Really true?**
- **What is the evidence that this is more true for people of color than whites?**
- **When whites exhibit the same behavior, how do I make meaning of that? Treat them?**
- **What were the racist biases fueling my actions or inactions?**
- **What is my pay-off for having this racist thought?**



# **PAIRS & Engaging Skills (pg. 59-60)**

**Review: Which 4-5 *might be useful* at times?**

- **P: PAN**
- **A: ASK**
- **I: INTERRUPT**
- **R: RELATE**
- **S: SHARE**

**WHAT COULD YOU DO IF?!?!?!?**

# Other Prompts to Consider

- **Times you spoke up effectively?**
- **Times you spoke up, maybe not as effectively as now realize could have? Why? Outcomes?**
- **Times stayed silent, and why? Impact? Costs? Pay-off**
- **Potential costs if we speak up?**
- **Benefits if we speak up? WIIFM? Organization?**

# History of Race, Racism, and White Supremacy in US and Other Countries

## Intention:

**Increase understanding of the patterns of racism and White Supremacy over the centuries and how linked to & manifesting today**

- **History Timeline**
  - Local region
  - State, province
  - World as it impacts US/your country, region, organizational footprint
- **Videos**
- **Field Trips**
- **Current statistics**
- **What is “taught” in schools**



**INDIVIDUAL**

**GROUP**

**ORGANIZATION**

**INDIVIDUAL**

**GROUP**

**ORGANIZATION**



**How is  
privilege like  
a moving  
walkway?**

**\*Dr. Beverly  
Tatum**





**PRIVILEGED  
GROUP**

**groups  
spanning the  
margins**

**MARGINALIZED  
GROUP**

# Marginalized Group Dynamics

(pg. 40, EYCA)

- **Less access to power and resources**
- **Often seen as inferior, deficient**
- **Often assimilate, collude, abide by rules, fit in to survive**
- **Very aware of daily indignities and oppression**
- **Punished if challenge**
- **Their truth & experiences questioned and invalidated**
- **Know more about 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”**

# Privileged Group Dynamics

(pg. 40, EYCA)

- **Access to power, resources**
- **Make the Rules**
- **Define normal, right, Truth**
- **Assumed to be leader, smarter, competent...**
- **Given the benefit of the doubt**
- **Often unaware of privileged group membership & unearned privilege**
- **Less aware about uninclusive and discriminatory treatment**
- **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”**



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 right way?**

# Use These Questions to Identify Embedded White Privilege

- **What behaviors are valued as competent or professional?**
- **By group membership, who gets rewarded who demonstrating these?**
- **By group membership, who gets ignored, overlooked or even criticized for the same behaviors?**

**In our organization, what are the written and unwritten rules about characteristics of a good “senior leader?”**

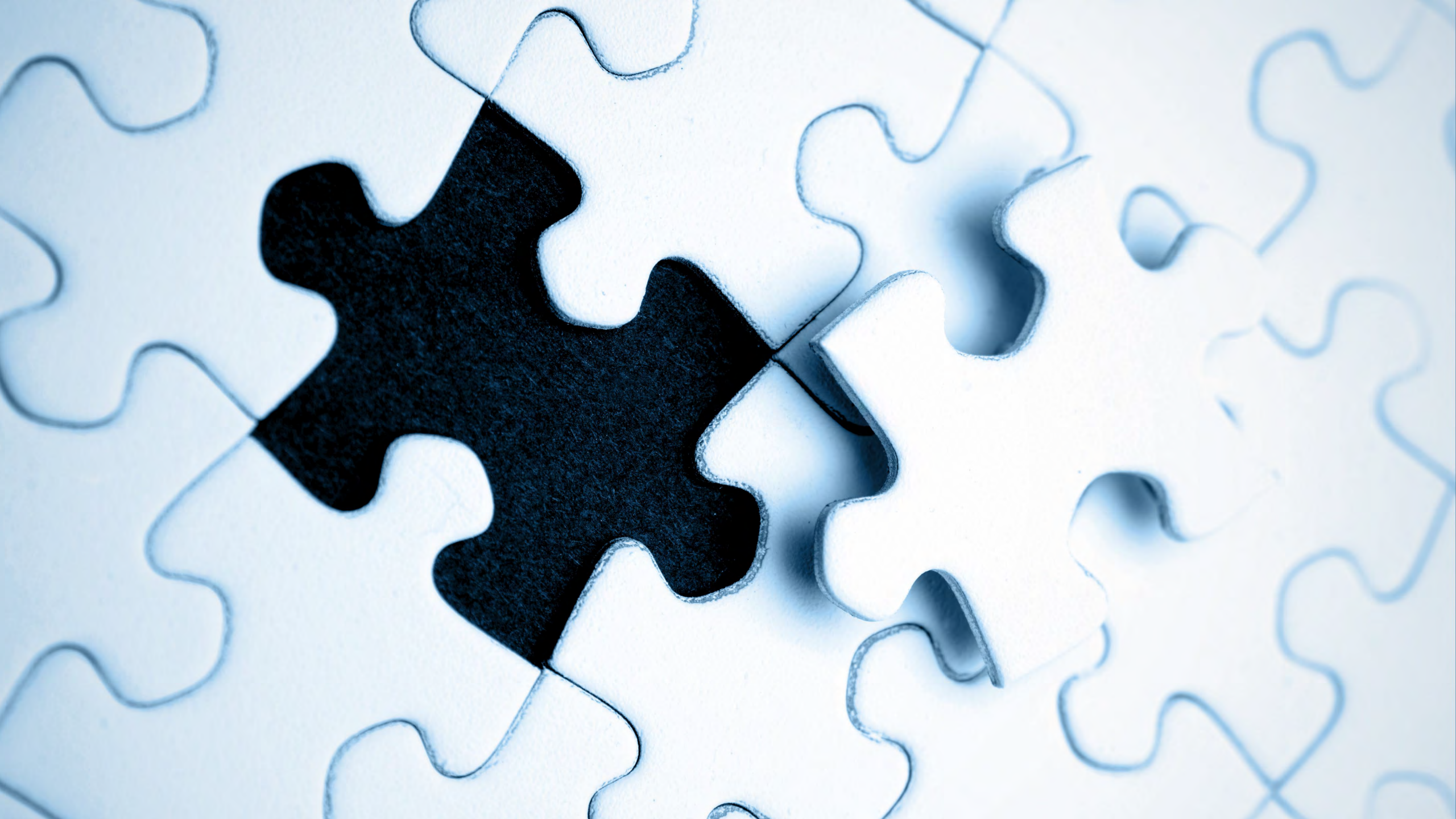
**Move in circle: Name examples of privilege you have **seen or benefitted** from.**

- **As a \_\_\_\_\_ (name your privileged identity),**
- **I have seen \_\_\_\_\_ (an example of privilege).**

**OR**

- **I have received this privilege \_\_\_\_\_.**





**Recognize  
and shift  
exclusionary  
white cultural  
practices**



# **White Supremacy Culture**

**by Kenneth Jones & Tema Okun, *changework***

**[http://cswsworkshop.org/PARC\\_site\\_B/dr-culture.html](http://cswsworkshop.org/PARC_site_B/dr-culture.html)**

# White Supremacy Culture

by Kenneth Jones & Tema Okun, *changework* (pg. 39)

- **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**

# Select 1-2 Manifestations of White Supremacy Culture

**For each, note:**

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

# White Supremacy Culture

by **Kenneth Jones & Tema Okun, changework**

- **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**



**Ways to Use  
White Supremacy Culture Cards**

A decorative header with a purple bokeh background consisting of various sized circles and light spots. Below this is a white gradient bar that transitions from light purple to white.

# **ORGANIZATIONAL LEVEL**





**Analyze and  
revise all  
policies,  
practices,  
programs,  
and services  
with a  
Race Lens,  
pg. 103**

**Use a Race Lens to identify any possible unintended negative impact on people of color.**

**During the most recent budget cutting process, some leaders are considering changing the travel policy to require employees to **stay at motels.****

**By group membership:  
**Who might be in danger?****

# **USE AN INCLUSION LENS:**

## **Intersecting Identities**

- 1. Racialized identity**
- 2. Culture, ethnicity**
- 3. Skin color**
- 4. Appearance**
- 5. English proficiency**
- 6. “Accents”**
- 7. Nationality; national origin**
- 8. Immigration and/or documentation status**



## Recruiting and Hiring:

- 1. Ways HAVE shifted with a Race Lens**
- 2. Discrete practices that NEED revision**

# **Assess your current capacity to design & facilitate White Accountability Spaces** **(pgs. 10-15)**

## **In the CHAT:**

- **How are *you feeling* about your current capacity to design and lead White Accountability Spaces?**

# Categories of Competence

- **Knowledge**

- **History**
- **Statistics**
- **Current dynamics**
- **Language, terms**

- **Self-Awareness**

- **Socialization**
- **Implicit biases**
- **Behaviors**

- **Skills**

- **Recognize dynamics**
- **Respond effectively**
- **Proactively minimize**

- **Action**

- **Take consistent meaningful action**
- **Assess, evaluate, adjust**

**Why should whites work for  
racial justice?**

**Why do you?**