THE CENTER FOR
transformation
and change

Leading *White Accountability Groups* in Your Organization

2021 NCORE

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For complimentary downloads of Kathy's books & open source resources:
www.drkathyobear.com/resources

To access my open-source course, Leading White Accountability Groups
https://drkathyobear.com/wag-mini-course/

Dismantling Racism and Creating Racially Just Organizations
https://www.youtube.com/watch?v=zy_Fq4vcDgY&feature=youtu.be (20 mins, starts 4 mins in)
https://youtu.be/AZkNr-ls1K4 (longer version, 58 mins)

Webinar: Recognizing & Interrupting Racism in Your Organization
https://drkathyobear.com/recognizing-and-interrupting-racism-in-your-organization-webinar-confirmation/

Webinar: How does Whiteness show up in the classroom?
https://youtu.be/hrxZ3gcfZFQ

Webinar: Using an Inclusion Lens to Analyze & Revise
https://drkathyobear.com/inclusion-lens-in-crisis-management-webinar/

Webinar: Navigating Difficult Situations
https://drkathyobear.com/nds-webinar-confirmation/

Webinar: Recognizing Microaggressions
https://drkathyobear.com/aggressionwebinar-2/

Webinar: Path to Competence
https://youtu.be/_6Q61OP58y8

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Expected Competencies for Creating Racially Inclusive Organizations:
(draft 4-21-2021, Dr. Kathy Obear www.drkathyobear.com)

Expected Competencies of Leaders and Employees

1. Create racially inclusive, high-performing teams and work climates where all are respected, valued, feel a sense of belonging, able to contribute to their full potential…

2. Develop racially inclusive products and services.

3. Continually deepen your self-awareness, knowledge and capacity to effectively engage in meaningful, authentic dialogue about race, racism, whiteness, white privilege, white supremacy culture, history of racism, racially equitable and inclusive organizations, etc.

4. Recognize racist attitudes, behaviors, and microaggressions in yourself and others.

5. Effectively interrupt racist dynamics in the moment.

6. Respond effectively when given feedback about the impact of your comments, actions, and/or inactions.

7. Recognize and shift dynamics of white privilege in the moment.

8. Use a Race Lens in all planning and decision-making processes.

9. Use a Race Lens to analyze all current policies, programs, practices and services and revise, as needed, to eliminate negative differential impact on People of Color and create racial equity and inclusion.

10. Recognize and shift unproductive white cultural dynamics in your organization to create a more inclusive, racially just organizational climate and culture.

11. Implement a system of development and accountability to ensure accelerated progress towards becoming a racially inclusive, anti-racist organization.

Possible Purpose & Outcomes of White Accountability Groups

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 Accountability Groups

- 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 Accountability Group 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 White Accountability 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 Accountability Groups, include:

A. Build the Learning Container
1. What is your passion and commitment for creating a racially just organization?
2. What could a more racially inclusive, racially just climate and culture looks 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 Accountability Groups?
4. How are you feeling about participating in this White Accountability Group?
5. What are some of your hopes for what we can do together? Concerns about being in this White Accountability Group?
6. What has been your experience in other White Accountability Groups?
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. Identity 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

Ways to infuse the history of racism and white supremacy into White Accountability Groups
- As you begin each session, share a few historical events that occurred around that week. (resource: *Equal Justice Initiative* calendar; daily History Channel emails)
  - Invite participants to research and share some each week
  - Ask: What are some throughlines from these events? Ways similar dynamics and structures evolved and exist over time? Today?
  - Ask: If you were alive back then, what would you have felt? Done? Dilemmas you'd be struggling with?
- Discuss any current racist regional and national events/incidents.
  - Ask: Parallels in our organizations?
  - Ask: Impact on people we with work and live with?
- Use 1-2+ sessions to focus on how race, racism and the ideology of white supremacy were socially constructed to justify centuries of exploitation, enslavement, colonization, etc. Ways the very tiny wealthy white elite created and reinforced these at the expense of everyone else, especially BIPOC folks. (Resources: the podcast *Scene on Radio* seasons 2 & 4).
- Have each participant do a personal historical timeline of racist, white supremist national, regional, and local events and dynamics during their lives.
- Have participants share in researching and presenting examples of both white supremist terrorism throughout the centuries as well as resistance to racism and white supremacy.
- As the group is discussing current or past events, ask participants to trace the roots and throughlines as well as identify ways similar dynamics manifest in their current organizations, in themselves.

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. <u>Designing Training Sessions</u>:

_____ 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. <u>My self-work as a facilitator</u>

_____ 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.

Developed by Dr. Kathy Obear, *Center for Transformation and Change* **www.drkathyobear.com**

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 supremist 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.

Developed by Dr. Kathy Obear, *Center for Transformation and Change* **www.drkathyobear.com**

Common Problematic Behaviors of White Participants
in Discussions About Race and Racism, a Beginning List (May 2021)
Complied by Kathy Obear, Ed.D. www.drkathyobear.com

Directions:
   a. Check-off all of the problematic behaviors of white people you have observed or done during discussions about race and racism. Add additional ones!
   b. Go back through the list and note what you can do differently when YOU are about to engage in a problematic behavior.
   c. Review the list again and identify how you can interrupt the dynamic when other white participants react in some of these problematic behaviors.

1. White silence
2. Dominating the conversation
3. Being inauthentic
4. Being polite and nice, not real
5. Staying guarded and protected
6. Credentialing
7. Intellectualizing
8. Stuck in our heads
9. Shutting down
10. Not present to or sharing our emotions
11. Stuck in fear, guilt & shame
12. Using white tears to derail the conversation, avoid feedback
13. Overlooking the comments and contributions of BIPOC colleagues
14. Discounting the experiences of BIPOC colleagues
15. Insisting we understand and can relate
16. Dismiss the comments of BIPOC colleagues
17. Minimizing the emotions of BIPOC folks
18. Downplaying the impact of racist dynamics
19. Using a PLE (Perfectly Logical Explanation) to excuse or rationalize away racist dynamics
20. Refusing to believe the lived experiences of BIPOC colleagues
21. Questioning and challenging the validity of what BIPOC colleagues share
22. Disregarding feedback

23. Denying and defending our racist impact
24. Interrupting and talking over
25. Debating and arguing
26. Insisting we are right
27. Trying to justify our behaviors: That wasn't my intent!
28. Take it personally when someone is describing a pattern of racist dynamics
29. I don't do that! I am a good white!
30. Feel indignant if asked to explain, say more
31. Stuck at interpersonal level
32. Missing the patterns
33. Judging and distancing from other white people
34. Competing to be the most "woke" white person in the room
35. Blaming the "victim"
36. Giving unsolicited advice
37. Rush to solutions
38. All talk, no action
39. Taking on a different vernacular or accent when speaking with BIPOC colleagues
40. Re-centering our issues and needs over those of BIPOC colleagues
41. Claiming a false equivalency
42. Insisting there is reverse racism
43. Trying to smooth over conflict

44. Avoiding the pain of the reality of racism by "putting a happy face on everything"
45. Focusing only on "how far we have come"
46. Being surprised as BIPOC colleagues share powerful ideas and insights
47. Condescending, arrogant, and patronizing tones and attitudes
48. Distracting nonverbal behaviors as people share: eye rolling, deep sighs, head shaking, side conversations, look at phone, etc.
49. Rescuing other white participants who are given feedback
50. Ignoring the racial trauma from national events and the organizational climate
51. Asking BIPOC colleagues to teach or represent their racialized group(s)
52. Not interrupting racist dynamics in the moment
53. Insisting we need to be "color-blind"
54. Insisting "I'm not racist" instead of acknowledging racist attitudes and behaviors
55. Only considering a comment after a white person has validated what a BIPOC colleague just said
56.

Engagement Guidelines

1. OPEN AND HONEST COMMUNICATION; ANTICIPATE THE IMPACT OF YOUR COMMENT
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

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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Sample 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: Wijeysinghe, 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.

"*If there's one thing missing in our country, it's an acknowledgment of the broad humanity of black folks. Racism - and anti-black racism in particular - is the belief that there's something wrong with black people.*" - Ta-Nehisi Coates

"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

How do you define racism? Tim Wise, https://tools4racialjustice.net/tim-wises-definitions/

"As with other "isms" (like capitalism, communism, etc.), racism is both an ideology and a system. As such, I define it in two ways.

As an ideology, racism is the belief that population groups, defined as distinct "races," generally possess traits, characteristics or abilities, which distinguish them as either superior or inferior to other groups in certain ways. In short, racism is the belief that a particular race is (or certain races are) superior or inferior to another race or races.

As a system, racism is an institutional arrangement, maintained by policies, practices and procedures — both formal and informal — in which some persons typically have more or less opportunity than others, and in which such persons receive better or worse treatment than others, because of their respective racial identities. Additionally, institutional racism involves denying persons opportunities, rewards, or various benefits on the basis of race, to which those individuals are otherwise entitled. In short, racism is a system of inequality, based on race."

Dominant Culture:
The dominant culture in a society refers to the established language, religion, behavior, values, rituals, and social customs. These traits are often the norm for the society as a whole. The dominant culture is usually but not always in the majority and achieves its dominance by controlling social institutions such as communication, educational institutions, artistic expression, law, political process, and business.

Dominant White Culture:

In the United States, the dominant culture, established through law and economics and continually promoted through media, education, and religious institutions is White or White Anglo-Saxon Protestant culture. As white people, we are socialized, beginning at an early age and most often indirectly or sub-consciously, to take on certain attitudes and worldviews and act out particular behaviors and habits based on our privileged racial status. As a few examples, we are socialized to:

- Seek control in almost every situation
- Feel entitled to be in positions of authority
- Believe that racism is a thing of the past and not important to discuss anymore because we should move toward a colorblind society
- Believe that white culture and privilege do not exist – that we are Americans

Tim Wise, https://tools4racialjustice.net/tim-wises-definitions/

RACIST: "One who is supporting a racist policy through their actions or inaction or expressing a racist idea." **SOURCE:** Ibram X. Kendi, *How To Be An Antiracist*, Random House, 2019.

ANTIRACIST: One who is supporting an antiracist policy through their actions or expressing an antiracist idea. **SOURCE:** Ibram X. Kendi, *How To Be An Antiracist*, Random House, 2019.

"The opposite of 'racist' isn't 'not-racist.' It is 'anti-racist.' What's the difference? One endorses either the ideas of a racial hierarchy as a racist, or racial equality as an anti-racist. One either believes problems are rooted in groups of people, as a racist, or located the roots of problems in power and policies, as an anti-racist. One either allows racial inequities to persevere, as a racist, or confronts racial inequities as an anti-racist. There is no in-between space of 'not racist.' The claim of 'not racist' neutrality is a mask for racism."
SOURCE: Ibram X. Kendi, *How To Be An Antiracist*, Random House, 2019.

"An anti-racist is someone who is supporting an antiracist policy through their actions or expressing antiracist ideas. This includes the expression of ideas that racial groups are equals and do not need developing, and supporting policies that reduce racial inequity."
SOURCE: Ibram X. Kendi, *How To Be An Antiracist*, Random House, 2019.

White Privilege "White privilege refers to the concrete benefits of access to resources and social rewards and the power to shape the norms and values of society that whites receive, unconsciously or consciously, by virtue of their skin color in a racist society."
Source: Maurianne Adams, Lee Anne Bell, and Pat Griffin, editors. *Teaching for Diversity and Social Justice: A Sourcebook* (New York: Routledge, 1997), p. 97]

What do you mean by white privilege? Source, Tim Wise, https://tools4racialjustice.net/tim-wises-definitions/
"White privilege refers to any advantage, opportunity, benefit, head start, or general protection from negative societal mistreatment, which persons deemed white will typically enjoy, but which others

will generally not enjoy. These benefits can be material (such as greater opportunity in the labor market, or greater net worth, due to a history in which whites had the ability to accumulate wealth to a greater extent than persons of color), social (such as presumptions of competence, creditworthiness, law-abidingness, intelligence, etc.) or psychological (such as not having to worry about triggering negative stereotypes, rarely having to feel out of place, not having to worry about racial profiling, etc.).

Operationally, white privilege is simply the flipside of discrimination against people of color. The concept is rooted in the common-sense observation that there can be no down without an up, so that if people of color are the targets of discrimination, in housing, employment, the justice system, or elsewhere, then whites, by definition, are being elevated above those persons of color. Whites are receiving a benefit, vis-a-vis those persons of color: more opportunity because those persons of color are receiving less. Although I believe all persons are harmed in the long run by racism and racial inequity — and thus, white privilege comes at an immense social cost — it still exists as a daily reality throughout the social, political and economic structure of the United States."

White Ally

Allyship is a proactive, ongoing, and incredibly difficult practice of <u>unlearning</u> and <u>re-evaluating</u>, in which a **person of privilege** works in <u>solidarity and partnership</u> with a **marginalized group of people** to help take down the systems that challenge that group's basic rights, equal access, and ability to thrive in our society.

https://thetoolkit.wixsite.com/toolkit/beyond-allyship

Ally (https://www.racialequitytools.org/glossary)

1. Someone who makes the commitment and effort to recognize their privilege (based on gender, class, race, sexual identity, etc.) and work in solidarity with oppressed groups in the struggle for justice. Allies understand that it is in their own interest to end all forms of oppression, even those from which they may benefit in concrete ways.
2. Allies commit to reducing their own complicity or collusion in oppression of those groups and invest in strengthening their own knowledge and awareness of oppression.
   SOURCE:
   - OpenSource Leadership Strategies, "The Dynamic System of Power, Privilege, and Oppression" (2008)
   - Center for Assessment and Policy Development

What is an ally? Some people prefer terms like "accomplice" or "co-conspirator," but the basic concept relates to becoming educated about racial issues and supporting anti-racism efforts through action.

https://www.cnet.com/news/in-the-fight-for-racial-justice-heres-what-white-allyship-looks-like/

The Rochester Racial Justice Toolkit, created by Nicole Nfonoyim-Hara, defines allyship as a process in which "a person of privilege works in solidarity and partnership with a marginalized group of people to help take down the systems that challenge that group's basic rights, equal access, and ability to

thrive in our society." In other words, allyship involves a person from a non-marginalized group — an ally — who uses their privilege to advocate for a marginalized group.
https://www.goodhousekeeping.com/life/a32854303/what-is-allyship/

Allyship is a process, and everyone has more to learn. Allyship involves a lot of listening. Sometimes, people say "doing ally work" or "acting in solidarity with" to reference the fact that "ally" is not an identity, it is an ongoing and lifelong process that involves a lot of work.

One type of ally is a white ally. A white ally acknowledges the limits of her/his/their knowledge about other people's experiences but doesn't use that as a reason not to think and/or act. A white ally does not remain silent but confronts racism as it comes up daily, but also seeks to deconstruct it institutionally and live in a way that challenges systemic oppression, at the risk of experiencing some of that oppression. Being a white ally entails building relationships with both people of color, and also with white people in order to challenge them in their thinking about race. White allies don't have it all figured out, but are committed to non-complacency.

https://guides.tricolib.brynmawr.edu/c.php?g=285382&p=1900870

CYCLE OF SOCIALIZATION,
Bobbi Harro, Ed.D

BORN
Into society
Things are already set

ACTIONS
- Don't make waves
- Promote status quo
- Change is bad

FIRST SOCIALIZATION
- Expectations
- History/Traditions
- Stereotypes/Myths
- Missing information
- Bias history
- Norms/Habits
- Values/Dreams
- Roles/Responsibilities

CORE
Confusion
Hurt
Anger
Fear

RESULTS IN
- Dissonance
- Silence, Guilt, Anger, Self-Hatred
- Dehumanizaiton, Lack of Reality
- Collusion, Ignorance
- Internalized Oppression/Dominance
- Horizontal Violence and Hostility

INSTITUTIONAL AND CULTURAL
- Family and friends
- Schools, teachers, books
- Religious institutions
- Media
- Government/legal systems
- Cultural "standards"

INTERNALIZED/ENFORCED
- Sanctions/Stigma
- Human difference = negative
- Rewards and punishments for behavior
- Conscious/unconscious beliefs/attitudes

Developed by Bobbie Harro

CYCLE OF LIBERATION
Bobbi Harro, Ed.D

WAKING UP
Critical Incident That Creates Cognitive Dissonance

INTRAPERSONAL
Change within the Core of People about What They Believe about Themselves

REACHING OUT
Movement Out of Toward Others Seeking Experience and Exposure Speaking Out and Naming Injustices, Taking Stands, Using Tools, Exploring, and Experimental

INTERPERSONAL
Change in How We Value Others and See the World

GETTING READY
Empowerment of Self
Introspection
Education
Consciousness Raising

Gaining
Inspiration
Authenticity

Dismantling
Collusion
Privilege
Internalized
Oppression

Developing
Analysis and Tools

CORE
Self-Love
Self Esteem
Balance
Joy
Support
Security
Spiritual Base

BUILDING COMMUNITY
Working with Others

A. People "Like Us" for Support

B. People "Different from Us" for Building Coalitions, Questioning Assumptions, Rules, Roles, and Structures of Systems

COALESCING
Organizing, Action Planning, Lobbying, Fundraising, Educating, Renaming Reality, Refusing to Collude or Take Privilege, Being a Role Model, an Ally Transforming Anger Moving into Action

MAINTAINING
Integrating Spreading Hope and Inspiration, Living Our Dreams, Modeling Authenticity, Integrity and Wholeness, Take Care of Self and Others

CREATING CHANGE
Critically Transforming Institutions and Creating New Culture
Influencing: Policy
Assumptions
Structures
Definitions, Rules
Taking Leadership
Risks
Guiding Change
Healing
"Power Shared"

SYSTEMATIC
Change in Structures, Assumptions, Philosophy, Rules, Roles

Developed by Bobbie Harro

Examine Your Racialized 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 you taught "race" was, for instance: Race is a social construct, made up to justify racist and white supremist actions; different racial groups have inherent traits and character strengths or flaws, such as white are smarter, better leaders, more deserving... People of Color are deficit, less deserving; the negative behaviors, criminality, and low capacities of People of Color are due to their under-privileged upbringing and with education and support they can assimilate and thrive and become more like whites; be "color-blind," others?

5. What were some of the prevailing messages and images of whites, People of Color, and Indigenous Peoples as you were growing up?

6. Were there times that you didn't believe that race and racism really existed or mattered very much?

7. What were your experiences interacting (or not) with people of different racialized groups?

8. Share some early experiences when you realized people were categorized by race and skin color.

9. How were people of your race and other racialized groups treated? Depicted? Talked about?

10. What various roles and responsibilities did people of different races have? Were shown to have?

11. When did you realize you were treated differently based on your race/skin color?

12. Share some significant moments or turning points that shaped you as a _____ (how you identify racially?)

13. Share a time you witnessed racist actions/comments. How did you feel? What did you do?

14. What are 1-2 ideas or assumptions/biases *you used to have* about another racial group; <u>what happened to help you shift</u> 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 **_white people_**, as a group, 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 white people, as a group> were superior to people of color, people who were biracial/multiracial, Indigenous peoples? (smarter, more organized, better leaders, more competent, etc.)

15. How was anti-Blackness and colorism taught, modeled, reinforced, and enforced around you, if at all?

16. What were you taught "race" was?
    • Race is a "social construct", made up to justify racist and white supremist actions;
    • Different racial groups have inherent traits and character strengths or flaws, such as white are smarter, better leaders, more deserving…
    • People of Color are deficit, less deserving; the negative behaviors, criminality, and low capacities of People of Color are due to their under-privileged upbringing and with education and support they can assimilate, thrive and become more like whites;
    • We need to be "color-blind;"
    • Others?

17. How were racial disparities rationalized?

Envision an Anti-Racist Organization
(Racially Equitable & Inclusive)

1. What is **your passion/commitment** for creating a racially inclusive, anti-racist organization (culture, climate, norms, policies, practices, programs, services, etc.)?

2. What are the current **driving VALUES** of the organization? **Any others** that will accelerate the capacity to become a racially inclusive, anti-racist organization?

3. When we co-create a racially inclusive, anti-racist organization:
   a. How will people **feel**? **Be**?

   b. **Who** will be a part of our organization? In **what roles and responsibilities**?

   c. What will be our individual and collective **level of demonstrated competence** related to dismantling racism and creating anti-racist practices, policies, culture, climate, etc.

   d. How will people **be treated**?

   e. What **will everyone be doing** internally? Externally?

   f. What people will **no longer doing** internally? Externally?

4. **WHY** is it critical that everyone actively creates an anti-racist organization in everything they do? (the "Leadership Case," compelling reasons for change)

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:

P AY
A TTENTION
N OW

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

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

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

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

Panning Group Dynamics with an Inclusion Lens

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

1.   What differences are present in the group? Which group memberships? and how many from various groups?
2.   Who is talking?
3.   Who is quiet? Doesn't speak as often as others?
4.   How are people reacting nonverbally?
5.   Who initiates the topics?
6.   What ideas are brought up? By whom?
7.   Whose ideas get considered? Whose ideas don't get much discussion?
8.   Whose ideas are discounted? Or "plop" without comment?
9.   How do decisions get made?
10.   Who interrupts others? Who gets interrupted? Who is never interrupted?
11.   How and when do the tone and energy of the conversation shift and change?
12.   How much 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?

Questions I Need to Ask Myself & Others
(a beginning list)

1. Why did I never question the racist messages I was taught?
2. How have my actions and inactions impacted students and colleagues of color?
3. How am I still reacting out of racist biases?
4. How many racist microaggressions have I done? Not noticed? Ignored? Rationalized away?
5. How do I interact differently with students and colleagues, unconsciously?
6. With whom do I interact intentionally with a race consciousness?
7. Who do I greet & how?
8. Who do I call on? How often?
9. Whose ideas do I affirm?
10. Whose comments do I ask more about? Comment on?
11. With whom do I make eye contact? How long?
12. To whom do I give encouraging nonverbals?
13. To whom do I give quiet moments to reflect and gather their next thoughts?
14. Who do I stand in front of? Move closer to?
15. Who do I take time to get to know?
16. Whose names do I remember? Mispronounce? Mix up?
17. Whose life details do I remember? Ask about?
18. How do I give feedback?
19. How do I receive feedback, questions, and pushback?
20. From whom do I easily take feedback?
21. From whom do I use feedback?
22.
23.

Initial ideas for this worksheet came from Dr. Ronda Henry Anthony, IUPUI ronhenry@iupui.edu

Unproductive Meeting & Classroom 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 from marginalized groups have just said		
	27. "Hears" and acknowledges ideas only if they come from members from privileged groups		
	28. Does not engage or "hear" comments from members of marginalized groups		
	29. Judges or dismisses input from members of marginalized groups if they express anger or frustration		
	30. Only asks members of marginalized 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 members of marginalized groups		
	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

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

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

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

Dynamics of the Status Quo*

Privileged Group members focus on:	Marginalized Group members focus on:
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!

Adapted from materials developed by Elsie Y. Cross Associates

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

3 Types of Microaggressions

Microassaults: "Explicit racial derogations meant to hurt intended victims through name calling, avoidant behavior or purposeful derogatory actions" (pg. 137). "Conscious and deliberate acts" (pg. 138). "Clear and intentional" (pg. 138).

- Calling someone the "N-word" or similar racial bigoted names
- Stating that white people are superior to People of Color and Indigenous Peoples
- Stating that People of Color and Indigenous Peoples are inferior to whites
- Stating that white dominant culture and practices are better, superior to those of People of Color and Indigenous Peoples
- Refusing to work with, serve or be served by People of Color and/or Indigenous Peoples
- Making disparaging remarks about People of Color and/or Indigenous Peoples
- Making negative stereotypic comments about People of Color and/or Indigenous Peoples
- Belittling People of Color and/or Indigenous Peoples
- Angrily yelling at someone who is assumed to be a Latino/a, Middle Eastern, or an immigrant of color: "Go back to your country!!! Speak English!!"
- Racist graffiti and vandalism
- Intentionally teaching racist history or ideologies as truth and accurate
- Intentionally choosing not to use any readings or resources written by People of Color and/or Indigenous Peoples
- Intentionally mispronouncing the name of someone who is a Person or Color or Indigenous, or intentionally calling them by a wrong name.
- Touching the hair of a Person or Color or Indigenous person even after they have told you not to.

Microinsults: "Words and actions that convey rudeness, insensitivity, or demeaning attitudes….In general, they occur outside the level of awareness…" (of those making the comments or doing the behaviors)… "but they convey a hidden insulting message to the recipients of color" (pg. 138).

- Questioning the competence and capacity of a Person of Color: "You were only hired to fill a quota." "You only got in because of Affirmative Action." "You took my sister's spot. She deserved to be here!" "We have to hire the most qualified person, not just a People of Color." "Minorities don't succeed in that position." "We can't lower our standards!" "She got that promotion because she is Black."
- Ignoring, not acknowledging, under-addressing, or chastising People of Color in meetings and classrooms as they offer ideas, ask questions, raise concerns, etc.
- Disproportionately disciplining People of Color for behaviors that whites also do, but without being held accountable.

- Not giving the same respect to People of Color: The white presenter is introduced as Dr. ___, while the co-presenter of color with a doctorate is introduced as Ms. or Mr. ____ or by their first name. Giving credit to white members of the team for work that also was developed by the People of Color.
- Not recognizing the positional authority of People of Color: Whites assuming People of Color are not the manager or leader, but instead a custodial or maintenance worker or an administrative assistant. A few white team members often do not follow the directions or complete the assignments from their supervisor of color. A white customer demanded to talk with a white manager.

Microinvalidations: Comments and actions that "exclude, negate or nullify the psychological thoughts, feelings, or experiential reality of people of color….directly attacks the racial reality of persons of color" (pg. 138).
- Comments to question or chastise those raising issues of race and racism: "Why do you always make everything about race?" "There is more to your job that you should be paying attention to besides race."
- Comments that question the legitimacy of People of Color: "Where are you *really* from!?!?" "How did you get into the US?" "Where did you get your degree?" Saying with a tone of surprise, "That was a really good idea!"
- Comments that question the intelligence or competencies of People of Color: "You are so articulate!" "You speak really good English!" "You're so polished!"
- Comments that try to erase, dismiss or minimize the lived racist experiences of People of Color: "You're being too sensitive!" "That's just an isolated incident. Don't over-react to that." "It's not that big a deal. Just let it go." "That had nothing to with race; that happens to me, too!" "I don't see color; I treat everyone as a human being."
- Saying to a mixed-race person, "What are you?"
- White leader and employees dismissing or contradicting concerns about racist behaviors: "You must have misunderstood them. They are a really good team member." "They were probably just having a bad day…"
- White staff overlook or ignore the input of colleagues of color until a white person validates it or says it.
- Defensive behaviors when whites are confronted about the racist impact of their comments or behaviors: "I'm not racist. I was just kidding. I didn't mean it." "You're attacking me!" "I'm a good person. My best friend is Black." "My friends of color think that joke is funny!" "I treat everyone like that."
- Policing the tone, emotions, dress or appearance of People of Color.
- Not acknowledging or engaging with People of Color: A white leader visiting the project team greets several white members by name, then just nods at the only Person of Color on the team. Whites say hello to white peers in the office but walk past People of Color on their team without acknowledging them.

Compiled by Kathy Obear, *Center for Transformation and Change* **www.drkathyobear.com**

Common Racial Microagressions and Racist Dynamics

**Compiled from comments provided by participants in webinars, trainings, and open Zoom
White Accountability Groups (WAGs), Summer/Fall 2020**
Center for Transformation and Change
https://drkathyobear.com/the-center-for-transformation-and-change/

1. Assumptions that Blacks are not as intelligent, competent and professional fueling demographic data, including very few BIPOC (Black, Indigenous, and other People of Color); few or no BIPOC authors/scholars cited or used in training materials; most BIPOC employees are in lower level, lower paid, service positions, etc.
2. A manager disproportionately critiques and disciplines BIPOC employees for behaviors that white staff do as well without being held accountable.
3. If something is stolen, immediate assumptions are a BIPOC staff member did it.
4. A staff member from China introduces themselves and someone says, "I better put my mask on."
5. A white manager confuses two Black employees, calling one Black the only other Black employee's name.
6. A white manager and other white staff repeatedly mispronounce a BIPOC staff's name.
7. Staff who are talked over or ignored in meetings most frequently are the few Latinx and Black staff members.
8. A mixed-race employee is frequently asked, "What are you?"
9. A couple white staff make fun of how an immigrant of color pronounces some words in English.
10. A biracial staff member raises a concern about a microaggression to the supervisor. Their response, "You probably misunderstood them. They are a really good team member."
11. White clients frequently comment to a Korean American staff member, "You speak English so well. Where are you from?" And when she answers, "L.A," she is then asked, "No, where are you really from?"
12. An Arab American staff member was talking to some white staff about a racist situation. One of the whites said, "Why do you have to make everything about race? They were probably just having a bad day…"
13. A white colleague "compliments" an African American woman, "You're very articulate!"
14. When a staff member of color points out the racist comment a white peer just made, their first reaction is, "I'm not racist. I was just kidding. I didn't mean it."
15. When topics about race come up in meetings, whites tend to look at the BIPOC staff and expect them to speak for their race.
16. A staff of color shares two racist incidents that happened to them over the weekend and a white colleague responds, "That happens to us too. That has nothing to do with race."
17. A manger introduces the white presenter as Dr. ___, and the presenter of color with a doctorate as Ms. or Mr. ____ or by their first name.
18. As a Latinx employee is walking to work, someone yells, "Go back to your country."

19. A client upon seeing two people in the office, a white man and a Black woman, walked up to the white man and asked, "Are you the manager?" The Black woman was the leader of the organization

20. White staff refer to their own neighborhoods as "quiet" with "good schools." Before a staff meeting one white team member comments, "You can tell if it's a nice apartment complex if you drive around at night and there's not a lot of basketball going on."

21. White students arrive late to a meeting and no one seems to notice. When BIPOC staff arrive late, the manager looks at their watch.

22. A white colleague says to a Black team member, "If I turn off the light, you'll disappear."

23. Knowing that several white staff were given extensions on their due date for a project, a staff member of color asked the manager for an extension and was told "no" without any explanation or further conversation.

24. A white team member assigned their colleague of color a task as if they were the supervisor.

25. A white peer asks a BIPOC staff member is they can call them a nickname because their name is "too hard" to remember or pronounce.

26. In a group class meeting, an Asian American woman disagrees with a white man and he turns and mutters, "What a B_____!"

27. As a manager, you overhear a white staff member saying to a Black woman, "You should straighten your hair. You'd be much more attractive."

28. Several BIPOC staff are talking the hallway and the white manager walks by and comments, "What are you all, a gang?" and then laughs and walks away.

29. When Black staff bring up issues related to Black Lives Matter, several white staff shake their heads, look at each other, and smile.

30. A white staff member frequently only asks the one BIPOC team member, "Are you sure you know how to do that? Do you need some help?"

31. A few white team members often do not follow the directions or complete the assignments from their supervisor of color.

32. White staff ask a lot of questions and complain they are too busy when their manager of color asks them to do something, but rarely have any questions or resist when the white assistant manager asks them to do something.

33. Black women are told how they need to wear their hair to be professional.

34. White managers rarely give BIPOC employees clear performance feedback throughout the year until the annual review.

35. White staff use slang and change how they talk to Black peers.

36. White staff seem to ignore the input of BIPOC peers until a white colleague validates it or says it.

37. Expecting BIPOC staff to lead Inclusion committees, trainings, and discussions without any additional compensation.

38. A white manager seemed surprise after a BIPOC staff member offered a suggestion, "That was a really astute idea!"

39. White staff accusing a Black colleague of being too angry and aggressive, when all they did was directly state their opinion.

40. White manager tone-policing Black and Latinx staff.
41. Leaders only talk about pipelines when they're talking about People of Color.
42. When a Black employee talks about *Black Lives Matter* a white manager says, "We don't bring politics to the office."
43. White direct reports not responding to emails and request for information from supervisor of color.
44. Whites gossiping about a colleague of color, "All they talk about is race. When do they have time to do their job?"
45. White hiring & promotion committee members use coded racist language to talk about the very few candidates of color in the pools: "They're not a good fit; They had a typo in their cover letter; They seemed angry; I couldn't understand them; They won't stay; They don't have enough experience in the field; They won't be able to relate to our customers; Other candidates have a far better educational background; Their research was on the margins; They weren't very professional; They were kind of loud and aggressive; We can't just hire them to fill a quota; We need to hire a qualified candidate; I'm not sure they'll get along with others; Staff will feel uncomfortable around him; They are over-qualified for this position and will get bored and leave soon; Minorities don't succeed in that type of position; We can't find any good candidate; They don't apply because they don't want to live here; It's difficult to support Black people here/They'll struggle here; We already have one Black administrator; We don't want to lower our standards; She often has an attitude, etc."
46. White staff engage in more friendly and personal ways with lighter skin BIPOC colleagues clients, and appear more formal, impersonal and transactional with darker skinned BIPOC staff and clients.
47. White staff complaining to other whites about the work style and lack of effort of BIPOC colleagues without ever discussing this directly.
48. When a white committee member noted how the candidate pool was all white men and they needed to diversify it, the white Search Committee Chair said, "We need to hire the most qualified person."
49. In the hallway outside the office, a white client clutches her purse as a Black male staff member walks by.
50. In staff meetings, white employees and managers most often only look at other whites when they talk, unless the topic is about race specifically.
51. The Latina female supervisor is assumed to be a secretary in the department.
52. Staff react negatively when they see a darker-skin woman wearing a veil/hijab.
53. In a training, a team member talks about their experiences as a Native American, and someone says, "You don't look Indian!"
54. When a Back woman tries to give a white woman feedback about the racist impact of her comment, the white woman gets defensive and starts to cry. Other white staff quickly go to comfort her.

55. When an multiracial staff member tries to discuss a microaggression they experienced, their white manager dismisses their perspective with, "That's just an isolated incident. Don't over-react to that" or "It's not that big a deal. Just let it go. Sometimes you are too sensitive."

56. When an Asian American staff member asks the team to examine how a current practice may privileged whites and negatively BIPOC employees, several whites roll their eyes as one says, "This is a best practice in the field, as I am sure you know."

57. White manager telling a BIPOC employee, "If you want to be successful here you need to adapt to how we do things."

58. A white supervisor told the few Black professionals to stop having lunch meetings together.

59. You notice the organization's website talks about people of color, but never mentions anything related to Native Americans or Indigenous Peoples.

60. When confronted about their behaviors, white employees and managers defensively react, "I treat everyone like that."

61. Whites stay silent when they see racist dynamics, expecting BIPOC colleagues to take the risk to engage.

62. When confronted by a person of color about their behaviors, white employees and managers react, "I'm sorry you feel offended."

63. A Black manager is assumed to be the custodian.

64. Light-skinned biracial and mono-racial BIPOC staff are often referred to as white.

65. A Latinx manager told a recent story of being assumed to be the hired gardener when he was mowing his yard. Several white staff laughed.

66. A white manager explaining racism to BIPOC staff.

67. A white manager coaching a Black employee to tone it down and not be so aggressive when they give feedback.; and just try to get along better.

68. You overhear a white colleague complaining about the diversity training, "Why do we have to label everyone? I see people as people. I am color-blind. I don't see race."

69. A white team member comes back from a vacation at a beach and says to a Latina colleague, "I'm now as dark as you!"

70. A white team leader talks more slowly and with a louder voice to a team member whose English is their 2nd language. Later, when the employee offers an idea, the leader interrupts them and changes the subject.

71. You hear a colleague say, "These Chinese and Indian names are too hard to pronounce."

72. A middle-aged white woman seemed surprised as she said to the black male employee, "You are so well-spoken and have a Masters!"

73. A team member suggests translating key forms and policies into the most common 1st languages of the customers, and the manager refuses to support this.

74. Someone called security to investigate a Black man who was walking through the building. He was a supervisor from another department.

75. During a break you overhear a white colleague say, "The realtor brought a Mexican family to view the house next door. I just hope my neighbor doesn't sell to them."

76. A younger team member of color who often raises issues is not invited to lunch when the manager organizes informal gatherings among most staff.
77. A white leader visiting the project team greets several white members by name, then just nods as they greet the only person born outside the U.S. who grew up in Pakistan and doesn't use their name.
78. The trainer in a leadership workshop talked about how Columbus discovered America.
79. You overhear a couple white team members say, "She got that promotion because of her race!"
80. During a meeting about the need to hire and retain more BIPOC candidates in leadership positions, you notice a couple of white colleagues having a side conversation.
81. When someone points out the racist comment a colleague just made, their 1st reaction is, "I'm not racist. I was just kidding. I didn't mean it."
82. While walking past the coffee station, you overhear a few people making disparaging comments about Islam and Muslims.
83. In the break room, staff are talking about immigration issues and turn to the only Latino in the group and ask, "What do you think about what is going on?"
84. Clients who are Black or Latinx are more often asked to show 1-2 forms of ID when they check out and pay their bill, while white clients are not.
85. Comments BIPOC staff report hearing from clients and colleagues:
    o "You're one of the good ones."
    o "All Asians look alike."
    o "You can't tell one from the other. They all look the same."
    o "You talk white."
    o "You're a Good immigrant."
    o "Can I touch your hair?"
    o "You don't have an accent."
    o "You're a little bit of 'something' right?"
    o "You're just exotic enough."
    o "What are you?"
    o "I can tell you're from a white family."
    o "Is your hair real?"
    o Reference to COVID-19 as the "Chinese Flu"
    o "I don't see color."
    o "I'm color-blind."
    o "Are you Chinese or Japanese?"
    o All lives matter!
    o "You don't look Latina at all."
    o "You're actually pretty for a black girl."
    o "Is that your last name? You don't look Mexican."
    o "How did you get into the USA?"
    o "You're so elegant, your hair looks great when its straightened."
    o "You are different than the other Black people I've encountered."
    o "You're so polished!"
    o "I wish other Blacks here were more like you."
    o "I like working with you, but she's just too much to deal with! So angry all the time!"
    o "I want to talk with a white manager."

Examples of Microaggressions in Your Organization

	Microaggression	Probable Impact	Possible Bias Fueling it

Common Racist Behaviors and Attitudes of Many of White People

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 <u>more effective</u>, 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

What can we do when we are confronted about our racist impact?

- Breathe; choose to listen deeply, learn & own your part
- I apologize for my impact…
- Are you open to saying more about the impact of my behavior?
- So, when I …. (share back what you understood)
- I regret my impact on you…. What I did/said...
- I commit to learning more…. changing my behavior in the future….
- If there is ever more you want to share with me, I am open to listening….

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?

Examples of White Privilege, Unearned Advantages ~ A Beginning List

(For more, read resources by Dr. Peggy McIntosh, Alan G. Johnson, Robert Jensen, Time Wise, and others.)

1. We are assumed to be competent, smart ~ our ideas worthwhile.
2. Don't have to prove we are skilled and competent over and over.
3. We can be average or even mediocre and still be hired and promoted; we don't have to be exceptional to be hired or advance in our career.
4. We are assumed to have potential and are prepared for the next level of responsibility.
5. Our voices heard and listened to.
6. Our ideas are given legitimacy.
7. Our ideas are considered and explored.
8. Not interrupted and talked over as often; people apologize when they do.
9. Assumed to be the leader when the Person of Color is in charge.
10. See other whites in many different types of leadership roles; can imagine moving up in the organization like they did.
11. We are assumed to belong and have a right to be here.
12. We feel normal and welcomed.
13. Whites are most often the positive characters and leaders depicted in literature, movies, and TV shows.
14. We can build our positive self-esteem and self-confidence on these beliefs that whites are better leaders, smarter, more competent, have greater potential, etc.
15. White cultural practices are standardized, expected in organizations.
16. Treated with respect, our humanity is honored
17. People remember and pronounced our name correctly.
18. We frequently see leaders who look like us, projected in a positive light
19. We can believe that our success has resulted from our individual hard work and intelligence.
20. Standardized tests are embedded white culture.
21. We can ignore and deny that white privilege exists.
22. If we make a mistake, miss a deadline or are late to a meeting we are given the benefit of the doubt.
23. If we mispronounce a word or make a spelling error, we are not assumed to be deficit or incompetent.
24. We are more often "given a break" when we need it or even if we don't.
25. Our flaws are often overlooked, considered quirks, "That's just how they are."
26. Any mistake is assumed to be an isolated incident, not evidence of a defect or character flaw.
27. Not under constant scrutiny, a microscope.
28. Our credentials and achievements are not questioned as often, seen as suspect.
29. Assumed to be worthwhile until our actions show differently.
30. We are assumed to be innocent until our actions prove otherwise.
31. We more easily and more often receive mentoring and sponsorship, access to informal and formal networks.

32. If we raise issues and concerns about the negative dynamics of racism that People of Color experience, we are likely to be rewarded and appreciated, seen as a leader; not accused of "playing the Race Card."
33. We can ignore issues of racism and not be held accountable.
34. If we make subtle racist comments or jokes, we will rarely be confronted or held accountable. We will be believed if we say, "I was only kidding."
35. We are not racially profiled by police, INS, IRS, or TSA agents.
36. We are not assumed to be a drug-user or drug dealer.
37. If we use illicit drugs, we are given support and rehab opportunities, not viewed as a criminal.
38. We don't have to carry the constant fear that our family members and friends may be brutalized or killed by police.
39. When I go into a store, I am not assumed to be a criminal or dangerous, a threat until I behave in these ways
40. When I go into a store, I can start shopping without having to acknowledge the security guard and take time to have a conversation in hopes they will see me as nonthreatening, and treat me as an individual and not based on their racist stereotypes.
41. I don't have to be constantly be on guard, protected against potential racist microaggressions for myself and others.
42. I don't have to expend significant emotional labor to survive in predominantly white organizations.
43. I don't have to use significant time and energy for uncompensated EDI efforts, including: teaching white people about race and racism, leading EDI efforts, being on multiple EDI task forces and hiring committees, etc.
44. I can focus all my energy and attention on my job responsibilities.
45. We aren't policed as much for how we dress or wear our hair.
46. We can wear causal clothes if working on a weekend without security being called because someone assumed we didn't belong.
47. We can express our emotions more, without tone-policing or being labelled "an angry _____."
48. We have easier access to loans, lower interest rates, housing purchase
49. Our families may have accumulated wealth over generations through the opportunities in the housing and educational advantages in the GI Bill and other federal practices
50. If a recent immigrant from Australia, Ireland or England, people view your accent as positive and are interested and excited to learn about your experiences in other countries. Not assumed less than or deficit.
51. Even if ID is required, we may not need to show it, and it is rarely scrutinized or seen as suspect.
52. When we speak, we are rarely told, "You are very articulate."
53. We don't have to live with the chronic stress and toxicity of a racist work environment.
54.

Unwritten Rules: How Might the Current Organizational Culture Support and/or Undermine Equity and Inclusion Goals?
Developed by Kathy Obear, Ed.D., Center for Transformation and Change

Recognizing and engaging in authentic conversations about the current state as well as the desired state are critical leadership steps for creating equitable and inclusive work environments. Unwritten, often unacknowledged, norms and rules of appropriate conduct and valued behaviors can undermine stated organizational goals, mission and values. In addition, these often accelerate the advantages and opportunities of some groups while negatively impacting the success and engagement of people in marginalized groups.

It is critical that leaders hold meaningful, regular conversations to identify and remedy any gaps between the stated vs. the actual organizational expectations and standards of the current culture. This "hidden curriculum" is often passed down and taught outside of formal onboarding and training processes through supervision as well as informal coaching, mentoring, and sponsoring. These unofficial expected standards of behavior are also applied and enforced unequally by group membership with members of marginalized often held to much higher standards and are disproportionately critiqued and punished if they violate these unwritten rules.

If unexamined and not effectively addressed, leaders and managers can arbitrarily perpetuate and enforce a wide range of unwritten assumptions and beliefs, including: who and what is considered "professional", what is "good" leadership, how decisions get made, who is a "good team member," the "right" ways to interact, what is appropriate attire and appearance, what behaviors signal who is promotable or deserves development opportunities, etc.

Analyzing the actual, unofficial culture is a critical step to identifying areas that, possibly unintentionally, perpetuate inequitable dynamics and result in lower engagement, innovation, and retention.

Directions:
1. Individually, circle the words/phrases below that describe your experience of the *current organizational culture*.
2. Review your answers as you consider these questions:
   - (√) Which already help create work environments and effective teams that advance organizational goals?
   - (*) Which, if any, hinder or undermine stated organizational goals? What impact do these have?
   - (#) Which, if any, may have a negative differential impact across various group identities, such as: race, gender/sex assigned at birth, age, years of experience, gender identity, sexuality, etc.
3. Which others might help create work environments and effective teams that advance organizational goals?

I am deeply grateful to all those who have shaped my understanding of dynamics of organizational effectiveness and inclusive, socially just organizations: Thought leaders and mentors from Elsie Y. Cross Associates, faculty from the Social Justice Education Department at the University of Massachusetts Amherst, my dear faculty colleagues from the *Social Justice Training Institute*, thousands of participants in SJTI, my training sessions and White Accountability Groups over the decades, and Kenneth Jones and Tema Okun's for their seminal work on *White Supremacy Culture*, http://www.dismantlingracism.org/uploads/4/3/5/7/43579015/okun_-_white_sup_culture.pdf

Be a team player	Meetings before & after formal meetings
Smile all the time	Direct communication
Be friendly	Indirect communication
Be polite	Ask questions for understanding
Be nice	Build on the points of others
Direct eye contact	It is ok to say you don't understand
Be appropriate	Get down to business, tasks
Be professional	Build effective working relationships
Dress for success	Transactional
Do not raise your voice	Mentor and sponsor people like you
Banter	Build trust
Talk about sports	High trust environment
Tell jokes	Low trust environment
Talk about kids and family	Transformational
Family-friendly	Be authentic
Create a fun environment	Be honest
Create a serious, intense environment	Be ethical
Be formal	Act with integrity
Be informal	Ok to be dishonest to get what you need
Debate	Be transparent
Ok to question and challenge others	Speak truth to power
Ok to challenge leaders in public	Keep your mouth shut
Only challenge or confront in private	New people should be seen, not heard
Defend your position	Be constrained, no emotions
Repeat your position until accepted	Leave personal life at the door
Find the weakness in other's points	Value the whole person
Critique other's ideas	Actively create equity and inclusion
Consider all ideas	Success is based on who you know
Interrupt to make your point	Rational thought
Listen respectfully	Analytical thinking
Play devil's advocate	Linear thinking
Seek out differing perspectives	Urgent trumps important
Challenge biases and assumptions	Fast-paced discussions
Advocate for your ideas	Jump in, be extroverted
Create alliances behind closed doors	Ok to interrupt others
Hidden agendas	Quick fixes

Quantity matters
Results-oriented
Efficiency valued over quality
Action-oriented
Process-oriented
Take risks
Take the initiative
Appear confident
Appear strong
Advocate for yourself, your future
Align with your manager to get ahead
Be cautious
Avoid conflict
Personalize critiques and feedback
Help others save-face
Smooth over differences
Raise issues in the moment
Minimize differences
Encourage engagement across differences
Engage in conflict openly
Disagree behind closed doors
Create harmony
Invite conflict and disagreement
Do not embarrass leaders
Make your boss look good
Do not make others uncomfortable
Interrupt microaggressions in the moment
Don't rock the boat
Don't get out of line
Follow chain of command
Stay in your lane
Have to be perfect
Can't make mistakes
Fear-based culture
Blame and shame-based culture
Growth mindset
Learn from mistakes
Continuous improvement
Invite critique, challenges
Punitive, retaliatory culture
People labeled if challenge, question
Impersonal
Be constrained

Keep your emotions in check
Only show acceptable level of emotion
Ok to be emotional
Only share acceptable emotions
Be tough
Be strong
Show empathy
Show care and concern for others
Express appreciation and gratitude
Prove you are right
There is a right/best solution
You are either right or wrong
You are either good or bad
Defend your position no matter what
Have each other's back
Cover your own a**
Compete with others
Collaborate with others
Be independent
Be opportunistic
Advance your career
Take credit for your ideas
Individual achievement is rewarded
Team achievement is rewarded
Empower, develop, coach, and sponsor others equitably
Win the argument
Push hard to convince others
Be aggressive
Understand multiple perspectives
Gather input from many sources
Explore multiple approaches, ideas
Quick decisions
Time is money
Explore dilemmas and complexities
Explore assumptions and biases
Be proactive
Mostly reactive
Crisis-driven
Drop everything in a crisis
Top down decisions
Strict hierarchy

Transparent decision-making processes, sharing of information
Collaborative decision-making
Seek and consider input from those impacted by decisions
Make decisions for others
Protect your power and access
Business as usual
Reward innovation and creativity
Think outside the box
Break the rules
Advocate for change
Go along to get along
Fit in, assimilate
Unquestioning loyalty
Fall in line
Quantitative data is prioritized

Only value facts, what can be measured
Value intuition, hunches
Value personal experiences & qualitative data
Prioritize customer service
Profits over people
Mission focused
Values focused
Face-time
Flex-time
Appear really busy and over-stressed
Wellness and self-care are valued
Loyalty valued over performance
Little to no accountability
Intent valued over impact of actions
Meaningful accountability

Conceptual Framework of Whiteness

By: Dr. Rachael Forester
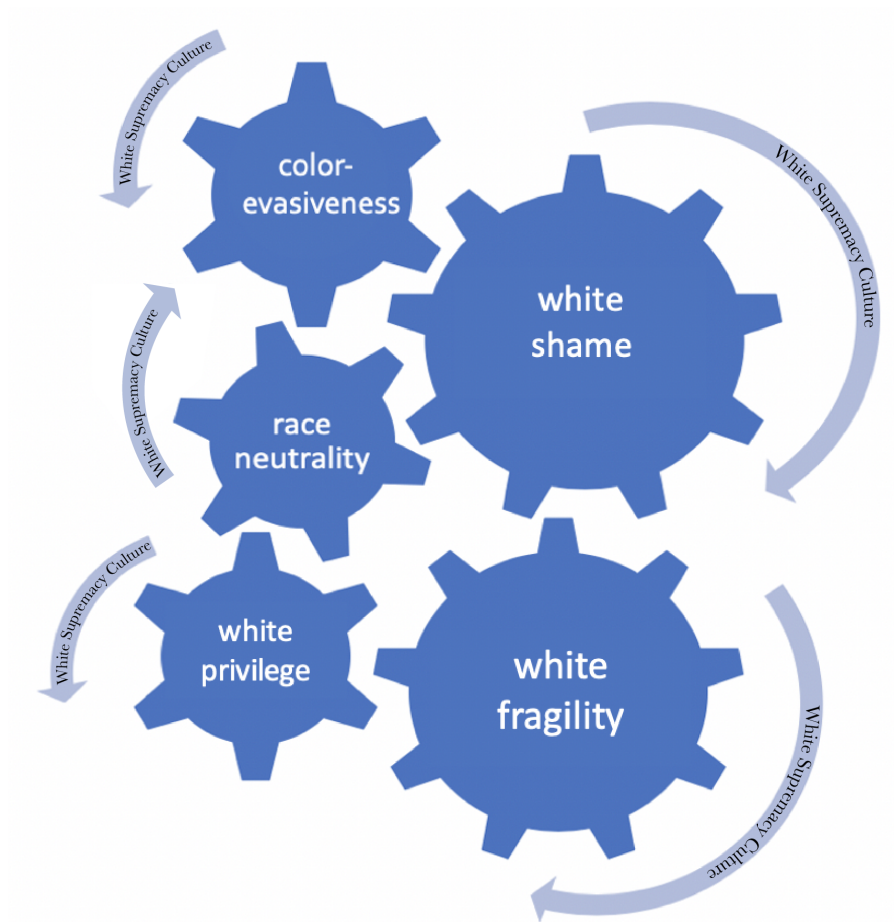
This conceptual framework incorporates color-evasiveness (Annamma et al., 2016), race neutrality (Bonilla-Silva, 2003), white privilege (McIntosh, 1988, 1992), white fragility (DiAngelo, 2011, 2018), and white shame (Thandeka, 1999) as the core components. The gears symbolize the way each of these components operate within and perpetuate white supremacy culture (Okun & Jones, 2001) and ultimately the ways each of these concepts fuel each other. As such, the gears are situated within the larger system of white supremacy culture.

From "White Supremacy Culture" ~ Kenneth Jones & Tema Okun

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

The new, revised website and article: www.whitesupremacyculture.info

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

White Supremacy Culture
by Kenneth Jones & Tema Okun, change*work*
http://www.cwsworkshop.org/PARC_site_B/dr-culture.html

The new, revised website and article: www.whitesupremacyculture.info

This piece on white supremacy culture builds on the work of many people, including (but not limited to) Andrea Ayvazian, Bree Carlson, Beverly Daniel Tatum, M.E. Dueker, Nancy Emond, Kenneth Jones, Jonn Lunsford, Sharon Martinas, Joan Olsson, David Rogers, James Williams, Sally Yee, as well as the work of Grassroots Leadership, Equity Institute Inc, the People's Institute for Survival and Beyond, the Challenging White Supremacy workshop, the Lillie Allen Institute, the Western States Center, and the contributions of hundreds of participants in the DR process.

* These sections are based on the work of Daniel Buford with the People's Institute for Survival and Beyond, who has done extensive research on white supremacy culture.

This is a list of characteristics of white supremacy culture which show up in our organizations. Culture is powerful precisely because it is so present and at the same time so very difficult to name or identify. The characteristics listed below are damaging because they are used as norms and standards without being pro-actively named or chosen by the group. They are damaging because they promote white supremacy thinking. They are damaging to both people of color and to white people. Organizations that are people of color led or a majority people of color can also demonstrate many damaging characteristics of white supremacy culture.

perfectionism*
• little appreciation expressed among people for the work that others are doing; appreciation that is expressed usually directed to those who get most of the credit anyway
• more common is to point out either how the person or work is inadequate
• or even more common, to talk to others about the inadequacies of a person or their work without ever talking directly to them
• mistakes are seen as personal, i.e. they reflect badly on the person making them as opposed to being seen for what they are – mistakes
• making a mistake is confused with being a mistake, doing wrong with being wrong
• little time, energy, or money put into reflection or identifying lessons learned that can improve practice, in other words little or no learning from mistakes
• tendency to identify what's wrong; little ability to identify, name, and appreciate what's right
• often internally felt, in other words the perfectionist fails to appreciate her own good work, more often pointing out his faults or 'failures,' focusing on inadequacies and mistakes rather than learning from them; the person works with a harsh and constant inner critic

antidotes: develop a culture of appreciation, where the organization takes time to make sure that people's work and efforts are appreciated; develop a learning organization, where it is

expected that everyone will make mistakes and those mistakes offer opportunities for learning; create an environment where people can recognize that mistakes sometimes lead to positive results; separate the person from the mistake; when offering feedback, always speak to the things that went well before offering criticism; ask people to offer specific suggestions for how to do things differently when offering criticism; realize that being your own worst critic does not actually improve the work, often contributes to low morale among the group, and does not help you or the group to realize the benefit of learning from mistakes

sense of urgency

- continued sense of urgency that makes it difficult to take time to be inclusive, encourage democratic and/or thoughtful decision-making, to think long-term, to consider consequences
- frequently results in sacrificing potential allies for quick or highly visible results, for example sacrificing interests of communities of color in order to win victories for white people (seen as default or norm community)
- reinforced by funding proposals which promise too much work for too little money and by funders who expect too much for too little

antidotes: realistic work plans; leadership which understands that things take longer than anyone expects; discuss and plan for what it means to set goals of inclusivity and diversity, particularly in terms of time; learn from past experience how long things take; write realistic funding proposals with realistic time frames; be clear about how you will make good decisions in an atmosphere of urgency; realize that rushing decisions takes more time in the long run because inevitably people who didn't get a chance to voice their thoughts and feelings will at best resent and at worst undermine the decision because they were left unheard

defensiveness

- the organizational structure is set up and much energy spent trying to prevent abuse and protect power as it exists rather than to facilitate the best out of each person or to clarify who has power and how they are expected to use it
- because of either/or thinking (see below), criticism of those with power is viewed as threatening and inappropriate (or rude)
- people respond to new or challenging ideas with defensiveness, making it very difficult to raise these ideas
- a lot of energy in the organization is spent trying to make sure that people's feelings aren't getting hurt or working around defensive people
- white people spend energy defending against charges of racism instead of examining how racism might actually be happening
- the defensiveness of people in power creates an oppressive culture

antidotes: understand that structure cannot in and of itself facilitate or prevent abuse; understand the link between defensiveness and fear (of losing power, losing face, losing comfort, losing privilege); work on your own defensiveness; name defensiveness as a problem when it is one; give people credit for being able to handle more than you think;

discuss the ways in which defensiveness or resistance to new ideas gets in the way of the mission

quantity over quality*
- all resources of organization are directed toward producing measurable goals
- things that can be measured are more highly valued than things that cannot, for example numbers of people attending a meeting, newsletter circulation, money spent are valued more than quality of relationships, democratic decision-making, ability to constructively deal with conflict
- little or no value attached to process; if it can't be measured, it has no value
- discomfort with emotion and feelings
- no understanding that when there is a conflict between content (the agenda of the meeting) and process (people's need to be heard or engaged), process will prevail (for example, you may get through the agenda, but if you haven't paid attention to people's need to be heard, the decisions made at the meeting are undermined and/or disregarded)

antidotes: include process or quality goals in your planning; make sure your organization has a values statement which expresses the ways in which you want to do your work; make sure this is a living document and that people are using it in their day to day work; look for ways to measure process goals (for example if you have a goal of inclusivity, think about ways you can measure whether or not you have achieved that goal); learn to recognize those times when you need to get off the agenda in order to address people's underlying concerns

worship of the written word
- if it's not in a memo, it doesn't exist
- the organization does not take into account or value other ways in which information gets shared
- those with strong documentation and writing skills are more highly valued, even in organizations where ability to relate to others is key to the mission

antidotes: take the time to analyze how people inside and outside the organization get and share information; figure out which things need to be written down and come up with alternative ways to document what is happening; work to recognize the contributions and skills that every person brings to the organization (for example, the ability to build relationships with those who are important to the organization's mission); make sure anything written can be clearly understood (avoid academic language, 'buzz' words, etc.)

only one right way
- the belief there is one right way to do things and once people are introduced to the right way, they will see the light and adopt it
- when they do not adapt or change, then something is wrong with them (the other, those not changing), not with us (those who 'know' the right way)
- similar to the missionary who does not see value in the culture of other communities, sees only value in their beliefs about what is good

antidotes: accept that there are many ways to get to the same goal; once the group has made a decision about which way will be taken, honor that decision and see what you and the organization will learn from taking that way, even and especially if it is not the way you would have chosen; work on developing the ability to notice when people do things differently and how those different ways might improve your approach; look for the tendency for a group or a person to keep pushing the same point over and over out of a belief that there is only one right way and then name it; when working with communities from a different culture than yours or your organization's, be clear that you have some learning to do about the communities' ways of doing; never assume that you or your organization know what's best for the community in isolation from meaningful relationships with that community

paternalism
• decision-making is clear to those with power and unclear to those without it
• those with power think they are capable of making decisions for and in the interests of those without power
• those with power often don't think it is important or necessary to understand the viewpoint or experience of those for whom they are making decisions
• those without power understand they do not have it and understand who does
• those without power do not really know how decisions get made and who makes what decisions, and yet they are completely familiar with the impact of those decisions on them

antidotes: make sure that everyone knows and understands who makes what decisions in the organization; make sure everyone knows and understands their level of responsibility and authority in the organization; include people who are affected by decisions in the decision-making

either/or thinking*
• things are either/or — good/bad, right/wrong, with us/against us
• closely linked to perfectionism in making it difficult to learn from mistakes or accommodate conflict
• no sense that things can be both/and
• results in trying to simplify complex things, for example believing that poverty is simply a result of lack of education
• creates conflict and increases sense of urgency, as people feel they have to make decisions to do either this or that, with no time or encouragement to consider alternatives, particularly those which may require more time or resources
• often used by those with a clear agenda or goal to push those who are still thinking or reflecting to make a choice between 'a' or 'b' without acknowledging a need for time and creativity to come up with more options
antidotes: notice when people use 'either/or' language and push to come up with more than two alternatives; notice when people are simplifying complex issues, particularly when the stakes seem high or an urgent decision needs to be made; slow it down and encourage people to do a deeper analysis; when people are faced with an urgent decision, take a break

and give people some breathing room to think creatively; avoid making decisions under extreme pressure

power hoarding
- little, if any, value around sharing power
- power seen as limited, only so much to go around
- those with power feel threatened when anyone suggests changes in how things should be done in the organization, feel suggestions for change are a reflection on their leadership
- those with power don't see themselves as hoarding power or as feeling threatened
- those with power assume they have the best interests of the organization at heart and assume those wanting change are ill-informed (stupid), emotional, inexperienced

antidotes: include power sharing in your organization's values statement; discuss what good leadership looks like and make sure people understand that a good leader develops the power and skills of others; understand that change is inevitable and challenges to your leadership can be healthy and productive; make sure the organization is focused on the mission

fear of open conflict
- people in power are scared of expressed conflict and try to ignore it or run from it
- when someone raises an issue that causes discomfort, the response is to blame the person for raising the issue rather than to look at the issue which is actually causing the problem
- emphasis on being polite
- equating the raising of difficult issues with being impolite, rude, or out of line

antidotes: role play ways to handle conflict before conflict happens; distinguish between being polite and raising hard issues; don't require those who raise hard issues to raise them in 'acceptable' ways, especially if you are using the ways in which issues are raised as an excuse not to address those issues; once a conflict is resolved, take the opportunity to revisit it and see how it might have been handled differently

individualism*
- little experience or comfort working as part of a team
- people in organization believe they are responsible for solving problems alone
- accountability, if any, goes up and down, not sideways to peers or to those the organization is set up to serve
- desire for individual recognition and credit
- leads to isolation
- competition more highly valued than cooperation and where cooperation is valued, little time or resources devoted to developing skills in how to cooperate
- creates a lack of accountability, as the organization values those who can get things done on their own without needing supervision or guidance

antidotes: include teamwork as an important value in your values statement; make sure the organization is working towards shared goals and people understand how working together will improve performance; evaluate people's ability to work in a team as well as their ability to get the job done; make sure that credit is given to all those who participate in an effort, not just the leaders or most public person; make people accountable as a group rather than as individuals; create a culture where people bring problems to the group; use staff meetings as a place to solve problems, not just a place to report activities

i'm the only one
- connected to individualism, the belief that if something is going to get done right, 'I' have to do it
- little or no ability to delegate work to others

antidotes: evaluate people based on their ability to delegate to others; evaluate people based on their ability to work as part of a team to accomplish shared goals

progress is bigger, more*
- observed in how we define success (success is always bigger, more)
- progress is an organization which expands (adds staff, adds projects) or develops the ability to serve more people (regardless of how well they are serving them)
- gives no value, not even negative value, to its cost, for example, increased accountability to funders as the budget grows, ways in which those we serve may be exploited, excluded, or underserved as we focus on how many we are serving instead of quality of service or values created by the ways in which we serve

antidotes: create Seventh Generation thinking by asking how the actions of the group now will affect people seven generations from now; make sure that any cost/benefit analysis includes all the costs, not just the financial ones, for example the cost in morale, the cost in credibility, the cost in the use of resources; include process goals in your planning, for example make sure that your goals speak to how you want to do your work, not just what you want to do; ask those you work with and for to evaluate your performance

objectivity*
- the belief that there is such a thing as being objective or 'neutral'
- the belief that emotions are inherently destructive, irrational, and should not play a role in decision-making or group process
- invalidating people who show emotion
- requiring people to think in a linear (logical) fashion and ignoring or invalidating those who think in other ways
- impatience with any thinking that does not appear 'logical'

antidotes: realize that everybody has a world view and that everybody's world view affects the way they understand things; realize this means you too; push yourself to sit with discomfort when people are expressing themselves in ways which are not familiar to you; assume that everybody has a valid point and your job is to understand what that point is

right to comfort
- the belief that those with power have a right to emotional and psychological comfort (another aspect of valuing 'logic' over emotion)
- scapegoating those who cause discomfort
- equating individual acts of unfairness against white people with systemic racism which daily targets people of color

antidotes: understand that discomfort is at the root of all growth and learning; welcome it as much as you can; deepen your political analysis of racism and oppression so you have a strong understanding of how your personal experience and feelings fit into a larger picture; don't take everything personally

One of the purposes of listing characteristics of white supremacy culture is to point out how organizations which unconsciously use these characteristics as their norms and standards make it difficult, if not impossible, to open the door to other cultural norms and standards. As a result, many of our organizations, while saying we want to be multi-cultural, really only allow other people and cultures to come in if they adapt or conform to already existing cultural norms. Being able to identify and name the cultural norms and standards you want is a first step to making room for a truly multi-cultural organization.

Partial Bibliography:
Notes from People's Institute for Survival and Beyond Workshop, Oakland, CA, spring 1999. *Notes from Challenging White Supremacy Workshop*, San Francisco, CA, spring 1999. Beverly Daniel Tatum, **Why Are All the Black Kids Sitting Together in the Cafeteria?** NY: HarperCollins, 1997. Derrick Jensen, **A Language Older Than Words.** NY: Context Books, 2000. Paul Kivel, **Uprooting Racism**. PA: New Society Publishers, 1996. Anne Wilson Schaef, **Living in Process**. NY: Ballantine, 1998. For complete bibliography, see complete notebook for change*work*'s Dismantling Racism process.

Change*work* is a group of trainers, educators and organizers working to build strong progressive democratic organizations and institutions within the United States. Our mission is to strengthen the organizational capacity of grassroots groups and institutions serving diverse communities in this country. change*work* can be reached at www.changework.net.

Costs of Racism for White People, a work in progress 2/15/2021

1. Live narrow, isolated segregated lives
2. Constrained by White Supremacy Culture: perfectionism, culture of fear, quantity over quality, sense of urgency, good vs. bad, etc.
3. Carry deep guilt and shame
4. Carry racist biases, fear, judgments
5. Walking on eggshells
6. Fear of being called racist; doing something racist
7. Live inauthentic lives; performing
8. False sense of superiority, entitlement, never good enough, a fraud
9. Low capacity for resilience, emotional agility
10. Live out of alignment with core values
11. Live with truth of choosing white privilege at the expense and exploitation of BIPOC folks
12. Mediocre white managers, leaders, role models
13. Under-performing, toxic, oppressive teams and organizations
14. Lack of skills to succeed, be useful in the 21st Century
15. Conflict, tension, stress
16. Taught white supremist history
17. Inauthentic relationships
18. Limit choices: partners, friends, housing, work, places of worship and leisure…
19. Deep pain as awaken to irreparable harm and violence; how we benefit, collude, perpetuate
20. We trust those we should probably fear
21. Loss of empathy, access to our full emotions
22. Lose our own humanity; traded it for white privilege, status, prosperity…
23. Live with the reality, pain of our collusion
24. Choose to numb out
25. Replicate harm in our own families (Dr. Candice Nicole Hargons)
26. Loss of self: Who I am without white privilege, white supremacy culture?
27. Despair, hopelessness, powerlessness, feelings of incompetence ~ choose to wallow and stay stuck
28.
29.
30.

Sources:
- Paul Kivel's book, *Uprooting Racism*
- Dr. Candice Nicole Hargons, *Healing Racial Trauma* February 2021 Radio Show with Dr. Kathy Obear: YouTube: **https://youtu.be/j9kr50l9xec**
- Chapter 4 in my book (Kathy Obear), *But I'm NOT Racist: Tools for Well-Meaning Whites*; free pdf download and Book Club Guide: **https://drkathyobear.com/imnotracist/**

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

<u>Directions</u>: 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, 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	• Can you tell me more…? • Can you give me an example…? • Can you give me some background on this situation…? • What do you mean when you say…? • Help me understand what you disagree with…find frustrating… • Help me understand how you came to that conclusion? • What were you feeling when…? • What's your perspective? • What led you to that conclusion?
Paraphrase the person's comments	• So, you're saying that… • So, you feel that… • So, you think that… • Are you saying that…? • So from your perspective…
Explore their INTENT	• Help me understand your intent when you… • What had you wanted to communicate with your comment? • What was your intended outcome? • What is underneath your comment/question?
TRACK/PAN the person's body language, tone, and comments	• I notice you had a reaction to what I just said… • I don't believe she was finished with her comment… • I notice you just got very quiet…looked away…shook your head… • I'm noticing your tone of voice… • I'm noticing your body language…
Explore the IMPACT on them	• It seems my behavior had an impact on you… • How did that impact you? • What were you feeling when…
Acknowledge and validate their points as much as possible	• I hear that you feel… • I can see that from your perspective you think… • I'd probably feel _____, too…
Explore possible solutions	• What do you think we can do? • What do you see as the next steps? • One thought could be to…what do you think? • Might it be possible to…
State your desired outcome	• This is what I suggest we do… • I want to…I need…
Summarize the dialogue	• Summarize the dialogue without stating opinions or judging the dialogue. • So we've discussed…we agreed to…

Four (4) Types of Responses

1. **<u>Redirect</u>:** Refocus the group without any reference to the current group dynamics

   - I'd like to move on to the next agenda item.
   - Getting back to what we were talking about…

2. **<u>Indirect</u>:** A more vague, general comment to refocus the group on the topic and effective group dynamics.

<u>Pose possibilities</u>**:**
   - It might be useful…
   - I'd suggest we consider…
   - One way to proceed could be…
   - It may be more productive right now to…

3. **<u>Direct</u>: Acknowledge the current situation, and/or the uninclusive or disrespectful dynamic**

   <u>State your thought or opinion</u>:
   - I think that… I need…
   - I believe it's important that…

   <u>Share your observation directly</u>:
   - I noticed that every time we start to talk about our team dynamics, someone shifts the conversation away from the topic.
   - I'm noticing that the only time we talk about our group effectiveness is when I bring it up.
   - I've noticed that when we started to discuss our dynamics, a number of folks look down, start writing notes…I'm curious what others have noticed? And what is going on for folks?

4. **<u>Connect</u>: Invite others to connect to what you are saying, and share what they notice**

   - Anyone connect to what I am saying?
   - I'm curious what others are noticing?

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**

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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 Islamaphobic…What do others think?

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

1st time:

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

 2nd time:

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

3rd time:

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

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

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

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
Dr. Kathy Obear, *Center for Transformation and Change* www.drkathyobear.com

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

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

The practitioner's reaction may be a new trigger for others and/or the practitioner.

Stimulus occurs

The stimulus triggers intrapersonal roots

The intrapersonal roots form a lens through which the practitioner makes meaning of what they are experiencing.

The practitioner's cognitive, emotional, and physiological reactions are shaped by their interpretation of what they experience.

The intentions behind the practitioner's response are influenced by how they made meaning of the situation.

The practitioner reacts to the stimulus.

The Triggering Event Cycle

Step 1
Step 2
Step 3
Step 4
Step 5
Step 6
Step 7

Common Examples of Hot Buttons and Triggering Comments & Behaviors for White Leaders and Change Agents, a Beginning List

Developed by Kathy Obear, *Center for Transformation and Change* www.drkathyobear.com

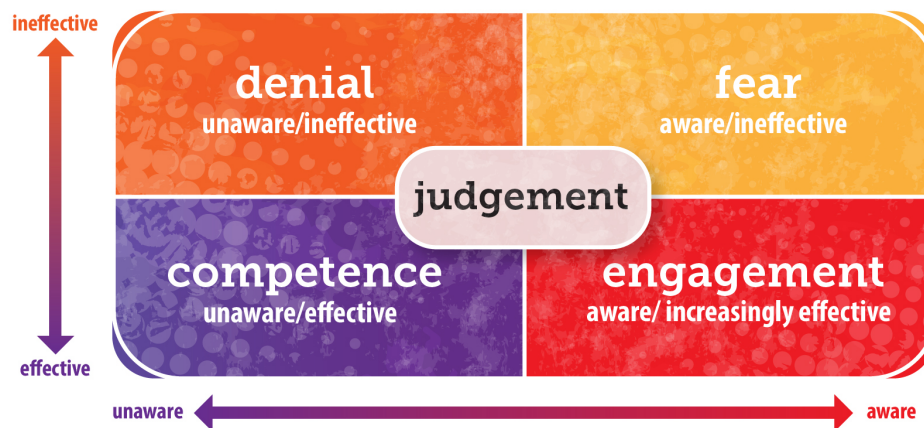## Identifying my common hot buttons & triggers

(Organized using the model *Path to Competence©* developed by Drs. Jack Gant and Delyte Frost, Elsie Y. Cross Associates)

To watch Kathy's webinar about the *Path to Competence*:
https://youtu.be/_6Q61OP58y8

Path to Competence™

Moving to Competence with Us/Them

ineffective

denial
unaware/ineffective

fear
aware/ineffective

judgement

competence
unaware/effective

engagement
aware/ increasingly effective

effective

unaware ← → aware

Directions:

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

   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

b. As you review each item, reflect:

- How, if at all, is the intensity of your emotional and behavioral reaction related to **the source** of the comment or action? For instance, any difference if from:
  - A family member?
  - Friend?
  - Colleague or team member?
  - Supervisor?
  - Stranger?
  - Political or organizational leader?
  - Someone in a White Accountability Group, workshop or class you are leading?
  - A Person of Color?
  - You?

c. Do you have different reactions if the situation occurred in public or private?
d. In these types of situations, how have you responded in ways that furthered learning and development? Organizational Equity and Inclusion goals?
e. How have you reacted in ways that were counter-productive? Not aligned with your core values or organizational goals?

When a white person (or you):

Box of Denial (unaware/ineffective)
___ 1. Makes a racist stereotypic, offensive comment.
___ 2. Is set in their ways; refuses to consider new information or differing perspectives.
___ 3. Challenges the validity of the information or statistics being presented.
___ 4. Gets defensive when someone disagrees with them or gives them feedback.
___ 5. Dismisses the conversation as "political correctness" or "cancel culture."
___ 6. Calls others "snowflakes" or a similar dismissive, pejorative term.
___ 7. Shuts down and disengages.
___ 8. Demands that People of Color teach them and help them learn; represent their group; lead racial equity efforts, etc.
___ 9. Says, "We can't learn without People of Color!"
___ 10. Does "credentialing": My best friend is Black! I married a Hispanic man! My kids are mixed! I adopted a child from South Korea! My family marched with Dr. King!
___ 11. Says, "I'm a lesbian (woman, grew up working class, I'm part Native American….), I can't be racist!"
___ 12. Says, "I know a Person of Color and they don't feel that way! They say this is a great organization!"
___ 13. Says, "My Black friend has never had any problems from the police."
___ 14. Says, "I am a human being! We are all part of the Human Race!"
___ 15. Says, "We are all human beings."
___ 16. Says, "I'm color-blind; I don't see color!"
___ 17. Says, "You can't lump people together…we're all individuals."

____ 18. Says, "I don't like being called white!"
____ 19. Says, "I don't hate anyone, I'm not racist."
____ 20. Says, "I don't have any racial prejudice."
____ 21. Says, "There are bad apples in every group!"
____ 22. Says, "I treat people how they treat me."
____ 23. Says, "I treat everyone the same."
____ 24. Says, "I never owned slaves!"
____ 25. Says, "My parents worked hard for everything they got. These people are just lazy freeloaders!"
____ 26. Says, "I grew up poor/working class, I don't have any privilege."
____ 27. Says, "There is no such thing as white privilege."
____ 28. Says, "Why can't they just try to fit in more?"
____ 29. Blames individual People of Color for the racist dynamics and structural racism they experience.
____ 30. Supports the deficit narrative: "Most People of Color are under-privileged and haven't yet had the opportunity to develop the critical skills and competencies needed to succeed."
____ 31. Says, "I do everything I can to help People of Color!"
____ 32. Says, "They are just a bunch of Welfare Queens; trying to work the system and get something for nothing."
____ 33. Says, "People of Color are always looking for a free handout and special privileges they didn't earn.
____ 34. Says, "They just need to work hard and pull themselves up by their bootstraps!
____ 35. Says, 'Those people…"
____ 36. Plays "Oppression Olympics:" "Classism is the most important oppression."
____ 37. Says, "This is how we have always done things and they work well for everyone."
____ 38. Says, "That is just how the policy is and we can't change it."
____ 39. Says, "We have to work within the organizational structures and culture."
____ 40. Tries to ignore, justify the impact of their behaviors: "That wasn't my intent!!"
____ 41. Says, "I don't do that! I'm a good person!"
____ 42. Says, "I can't control how they feel!"
____ 43. Says, "I'm not responsible for how they misinterpreted my comment!
____ 44. Takes it personally when someone is sharing a pattern of racist dynamics.
____ 45. Is stuck at the Individual/Interpersonal Level: Unable, unwilling to acknowledge Group Level differential experiences and impact.
____ 46. Says, "That was an isolated incident!"
____ 47. Says, "It was just a joke! We can't say anything anymore!"
____ 48. Says, "I'm not racist!"
____ 49. Says, "That had nothing to do with race! That happens to me, too!"
____ 50. Uses PLEs ~ Perfectly Logical Explanations to try to excuse or rationalize away racist dynamics.
____ 51. Says, "We are damned if we do and damned if we don't! We can do anything right! What do they want from us?"

___ 52. Says, "What do they want? Nothing will please them!"

___ 53. Says, "It is never enough for them!"

___ 54. Says, "There's reverse racism! They do it, too! We're the victim here!"

___ 55. Says, "Things have swung too far; now whites are discriminated against!"

___ 56. Says, "People of Color are racist, too!"

___ 57. Tone polices People of Color: Focus on and critique HOW they engaged, not the original problematic behaviors and practices they were addressing: If they would only…. they are too aggressive…"coaches" members of marginalized groups on how to act, think and feel, etc.

___ 58. Says, "People of Color are often loud, argumentative, and unprofessional."

___ 59. Accuses People of Color who call them in: "You attacked me!"

___ 60. Says, "They are too sensitive; always over-reacting!"

___ 61. Says, "They are always playing the Race Card over nothing!"

___ 62. Says, "There is no systemic racism in this organization."

___ 63. Says, "People of Color need to 'get over it' and stop using the past as an excuse for their lack of success.

___ 64. Says, "There are microaggressions against whites, too!"

___ 65. Says, "We are post-racial now!"

___ 66. Says, "Things are so much better now; look how far we have come!"

___ 67. Says, "I know all I need to know!"

___ 68. Says, "It's not as bad here as most other places."

___ 69. Says, "Change takes time. You have to be patient."

___ 70. Says, "You are pushing too hard, lighten up!"

___ 71. Says, "If you keep pushing, you will lose people and set us back years!"

___ 72. Says, "You are creating divisions and hostility by talking about race!"

___ 73. Says, "You make it worse by segregating us, talking about race."

___ 74. Says, "Why are we always talking about race!"

___ 75. Says, "We need to talk about other issues of diversity!"

___ 76. Deflects the conversation to focus on one of their marginalized identities.

___ 77. Debates, argues, and resists.

___ 78. Says, "We just have different opinions, different facts."

___ 79. Claims a false equivalency.

___ 80. Is stuck in their heads, intellectualizing. Refuses to own and talk about their emotions.

___ 81. Minimizes and discounts the experiences and comments of People of Color.

___ 82. Has distracting nonverbal behaviors as people share: eye rolling, deep sighs, head shaking, side conversations, look at phone, etc.

___ 83. Interrupts and talks over People of Color or other white people.

___ 84. Refuses to believe the lived experiences of BIPOC colleagues.

___ 85. Says, "This "data" is just anecdotal. Probably from under-performing staff!"

___ 86. Rescues other white participants who are given feedback.

___ 87. Ignores or minimizes the racial trauma colleagues of color are experiencing from national events and the organizational climate.

___ 88. Escalates the degree of conflict; the conversation feels "out of control"

___ 89. Says, "I'm not open to your feedback!"

___ 90. Says: I asked my friends of color and they say I am not a racist; No one has ever complained about me being a racist.

Box of Fear (more aware; still ineffective)

___ 91. Is quiet; refuses to participate in discussions or activities.

___ 92. "Walks on eggshells" and acts more distant and more formal with People of Color.

___ 93. Seems to use tears to distract, re-center themselves, weaponize them, etc.

___ 94. Is all talk, no meaningful action.

___ 95. Is performative: Uses all the current terms and lingo as well as academic theory and concepts, but still behaves in racist ways.

___ 96. Stays at the conceptual level, uses inaccessible language and terms.

___ 97. Doesn't speak up to interrupt racist dynamics.

___ 98. Tries to excuse their silence and inaction: I'm afraid to make a mistake, says something racist.; Afraid to make things worse or cause harm…

___ 99. Demonstrated a lack of integrity: Says one thing, does another.

___ 100. Seeks approval, validation, and recognition from People of Color.

___ 101. In an effort to interrupt the difficult conversation and avoid discomfort, says, "Let's table this for now and form a task force to research this and suggest next steps."

___ 102. Says, "We need to do an organizational survey to see how bad this really is" - as a resistance strategy to slow or stall change efforts knowing that leaders will eventually move on to the next crisis and lose interest and energy for addressing issues of race and racism.

___ 103. Rushes to a solution without fully embracing the emotions and cumulative impact.

___ 104. Tries to smooth over disagreement and conflict; create harmony.

___ 105. Is overly aggressive in their reactions to other white participants.

___ 106. Appears timid, hesitant.

___ 107. Gives up: "This is too hard! I feel so powerless, helpless! I am so tired! I need to take a break from this work."

___ 108. I've tried to get some leaders to care about racism, but I don't have any influence with them.

___ 109. I tried to speak up more but a colleague of color called me out for doing it wrong, so I need to step back for now and keep listening.

___ 110. This is so overwhelming! I don't think I'm making any progress.

___ 111. Am I just fooling myself I am making a difference? When I am really still colluding and maintaining the status quo?

___ 112. I get all this white privilege! I feel so guilty! How do I give it up?

Box of Judgment (Stuck in guilt and/or shame; judging and blaming self and/or others)

___ 113. Says, "I am so ashamed!"

___ 114. Says, "I am so guilty!"

___ 115. Says, "I'm a horrible person!"

___ 116. Is deeply triggered, expressing intense emotions.

___ 117. Refuses to look at their own racist attitudes and behaviors.

___ 118. Tries to avoid self-work by redirecting the conversation to family racist dynamics or external societal racism.

___ 119. Distances from other white people.

___ 120. Judges other white people: "White people are so racist!" "They're a leader, they should know better!" "How did they get to be a leader and be so incompetent about racism!" "You say racist things, how dare you confront me?" "You're a hypocrite!" "You say you are committed to equity and inclusion, but you are still such a racist!"

___ 121. Criticizes, gossip abouts, and finds fault with white people.

___ 122. Critiques how co-conveners are running the White Accountability Group or training as a way to show superiority.

___ 123. Says, "I'm better than these whites!" Engaging in Woke Olympics; Social Justice Arrogance, etc.

___ 124. Says, "I'm woke!"

___ 125. Competes to be the most "woke" white person in the room.

___ 126. Calls out other white participants, rather than calling in.

___ 127. Has a condescending, arrogant, self-righteous or patronizing tone.

___ 128. Competes with other whites to be "the good white:" the best ally, the one People of Color let into their circle, etc.

___ 129. Aggressively confronts any white person who says or does something racist; piles on the feedback to distance from them and prove who is a better ally

___ 130. Gives unsolicited advice to others.

___ 131. Says "Whites are boring; I'd rather hang out with my friends of color!"

___ 132. Takes no responsibility for developing white colleagues.

___ 133. Aggressively calls someone racist to shut them down and prove they are better than them.

___ 134. I've worked with them for years and never knew they were so racist!

___ 135. Says, "These white people are so racist!" as they separate themselves from them.

Additional common triggers for you:

I am deeply grateful for the input and feedback from participants in trainings and White Accountability Groups over the years; and especially for the ideas from my colleagues Beth Yohe, Beth Douthirt Cohen, Rachael Forester, Shannon Joliff Detorre, and Victoria Farris. **Developed by Kathy Obear, kathy@drkathyobear.com www.drkathyobear.com (draft 6/21)**

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

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

4. **Fears** (check-off all that are related and add any others)

My personal issues will become the focus of the conversation: all eyes will be on me.

I will lose credibility and be seen as less competent.

If I cry and show emotion, people will think less of me…. I won't be able to manage the situation.

The conversation will "get out of control."

People will get too emotional and I won't have the skills to manage the situation.

I won't know enough about the issue to engage in conversation.

If I challenge this issue, I will be all alone without any support.

I won't be able to express myself clearly; I'll be misunderstood.

If I am too confrontational or angry, then people will judge me, be mad at me, reject me, ostracize me, etc.

I will be seen as incompetent and "not good enough."

They will see how prejudiced I really am.

I'll let people down and disappoint them.

People won't like me or approve of me.

Things won't change.

I will make a mistake and be wrong.

People will be disappointed in me.

If I don't handle this well, people could feel uncomfortable…be hurt.

Things will be worse off than before.

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

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

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

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

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

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

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:
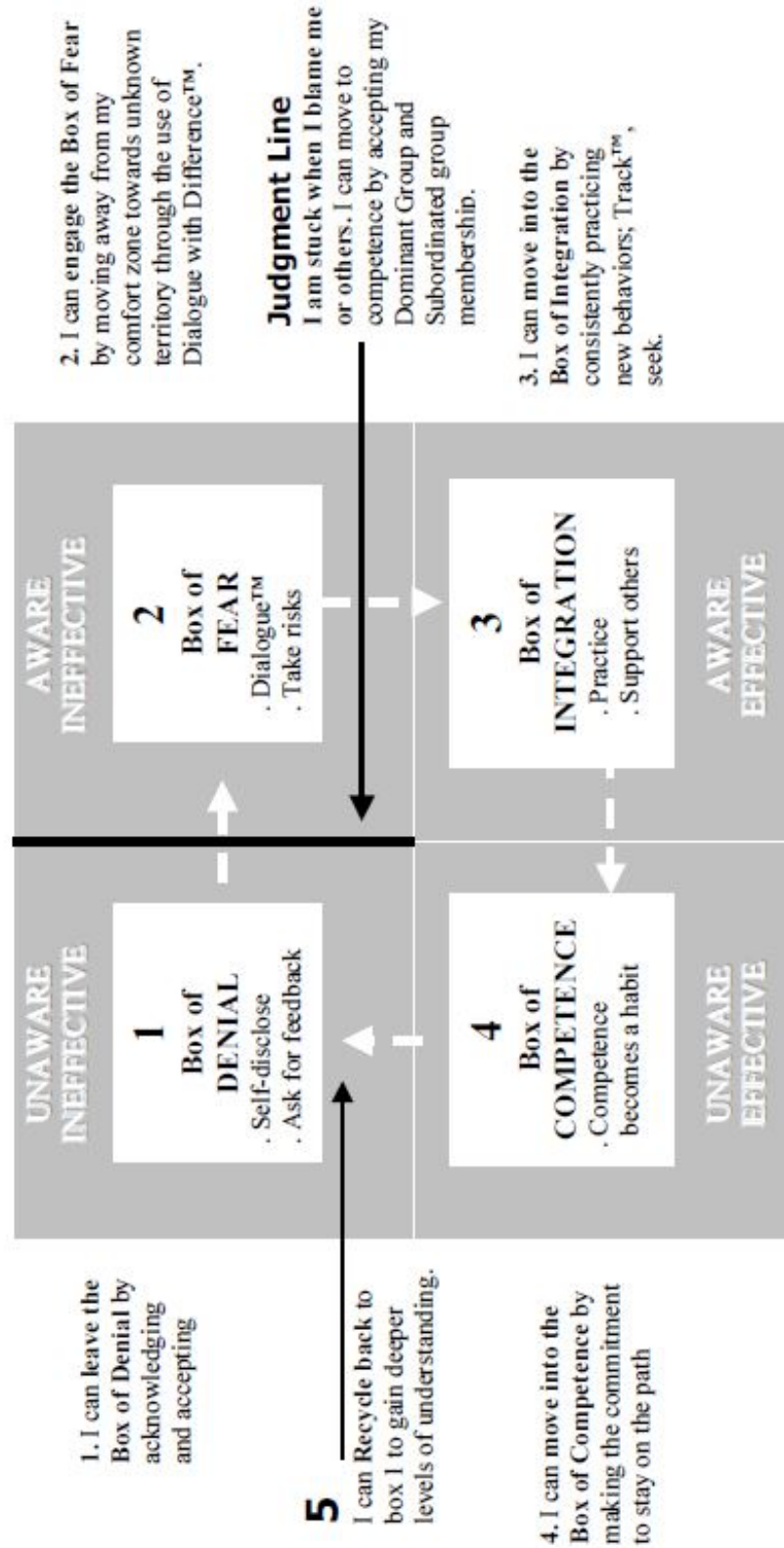   a. Create greater racial justice in your organization

   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

UNAWARE INEFFECTIVE
1 — Box of DENIAL
- Self-disclose
- Ask for feedback

AWARE INEFFECTIVE
2 — Box of FEAR
- Dialogue™
- Take risks

AWARE EFFECTIVE
3 — Box of INTEGRATION
- Practice
- Support others

UNAWARE EFFECTIVE
4 — Box of COMPETENCE
- Competence becomes a habit

2. I can engage the Box of Fear by moving away from my comfort zone towards unknown territory through the use of Dialogue with Difference™.

Judgment Line
I am stuck when I blame me or others. I can move to competence by accepting my Dominant Group and Subordinated group membership.

3. I can move into the Box of Integration by consistently practicing new behaviors; Track™, seek.

1. I can leave the Box of Denial by acknowledging and accepting

5
I can Recycle back to box 1 to gain deeper levels of understanding.

4. I can move into the Box of Competence by making the commitment to stay on the path

The "Judgement Line"

1. DENIAL (Unaware/Unskilled)

- 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

Move along path:
- Own Group Identities
- Acknowledge other's reality
- Track
- Self-disclosure
- Ask for feedback

2. FEAR (early awareness/low skill)

- 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

Move along path:
- Track
- Take risks; speak up even if raggedy
- Dialogue
- Talk with other D/S members

3. INTEGRATION (very aware/more skilled)

- 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

Move along Path:
- Dialogue, track, ask for feedback
- Intervene more; take more risks
- Engage within my identity group

4. COMPETENCE (highly skilled)

- 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

Recycle as I encounter new group identity!

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.

Path to Competence™ Worksheet,
Delyte Frost, Ph.D., Chambers Group, LLC

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

Path to Competence©

Drs. Jack Gant and Delyte Frost
Elsie Y. Cross Associates

Common Indicators:
Capacity Development of White Change Agents

Where were you? Are you now?

Developed by Kathy Obear, Ed.D., *Center for Transformation and Change*
www.drkathyobear.com

Path to Competence™
Moving to Competence with Us/Them
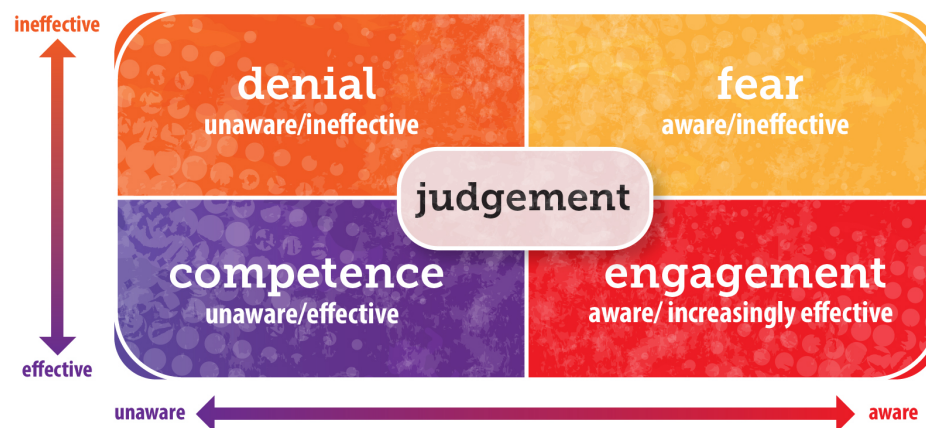
ineffective

denial
unaware/ineffective

fear
aware/ineffective

judgement

competence
unaware/effective

engagement
aware/ increasingly effective

effective

unaware ⟷ aware

Directions ~ **Reflect & note:**
- As a white person:
  - What did you think, say, and do in these different places on the **Path to Competence™**?

  - What **helped you move** along your Path?

Box of Denial: unaware/ineffective

- Unware of their racist attitudes and behaviors
- That had nothing to do with race! That happens to me, too!
- PLEs ~ Perfectly Logical Explanations
- My best friend is black; I adopted Latinx orphans; I'm married to an Asian American
- You make it worse by segregating us, talking about race; We all got along great before this training; now I have to tiptoe around them
- We are all part of the human race
- I'm part Native American, I'm not white!
- I'm color-blind; I don't see color!
- I treat everyone the same; I interrupt everyone!
- Tone policing of people of color: If they would only….
- They are too sensitive
- But they are racist, too!!
- They play the "race card" ~ use it as an excuse
- There are microaggressions against whites, too!
- Stuck at the Individual Level

- We are post-racial; You are making something out of nothing
- Things are so much better now; what is the big deal?
- I'm not racist! I'm a good one
- Deflecting to a marginalized identity
- I grew up poor, I have no privilege
- Classism is the most important oppression
- Things have swung too far; now whites are discriminated against
- We can't say anything anymore! Joke at all!
- We can't learn without people of color
- We just have different opinions
- You can't lump people together…we're all individuals
- They just need to work hard & assimilate like my family did
- Get defensive if confronted
- I don't hate anyone, I'm not racist
- I don't have any racial prejudice
- There are bad apples in every group
- That was an isolated incident
- I treat people how they treat me
- There is no white privilege; I worked for everything I have

Box of Fear

- See more racist dynamics
- Realize how much they DON'T know, see
- Silent
- Scared of making a misstep, offending, doing something racist
- Walking on eggshells
- Scared, hesitant to respond
- Ineffective reactions
- Know they are ineffective
- Giving up: I tried…damned if do/damned if don't

- Can't do anything right
- Stay stuck in fear
- Realizing how many microaggressions they have done, overlooked
- Guilt, shame, regret
- Defensive, reactive
- Inaction
- Feel powerless, overwhelmed
- Look to others to lead

Box of Judgment

- Blame, judgment of <u>others</u>
- Triggered critique, confrontations, calling out, unproductive anger
- I'm better than, a good one; you are bad
- Not building connections with own group; only want to be with BIPOC folks
- Ineffective engagement
- Self-righteous

- Take no responsibility for developing white colleagues
- Shame, blame, guilt, anger towards <u>self</u>
- I am bad; all whites are bad
- Swirling in negative self-critique
- Stuck, no effective engagement
- Inaction
- Blame others for our lack of competence

Box of Engagement

- Recognize most racist dynamics
- Take more risks to engage
- Respond with increasing effectiveness, still misstep
- Still have to concentrate and focus as engaging
- May need to plan and think through what to do
- Speak up, use a Race Lens in discussions & decisions

- Revise current practices with a Race Lens
- Seek out & use feedback
- Use mentors and coaches
- Practice with others
- Admit racist thoughts & actions
- Listen to the impact of their actions; make amends
- Take responsibility for developing white colleagues

Box of Competence

- In the flow, present
- Respond effectively without planning or much thought
- Habitual, automatic capacity to respond
- Speak up, take risks, confront effectively
- Committed to stay on their Path to Competence™
- Always learning, developing
- Developing white leaders and change agents
- Supporting and developing BIPOC colleagues
- Leading organizational and systemic change

Developed by Kathy Obear, Ed.D., *Center for Transformation and Change*
www.drkathyobear.com

Based on the work of Drs. Jack Gant and Delyte Frost, EYCA, Path to Competence©

12 Indicators of Current Organizational Culture and Climate
Developed by Kathy Obear, Ed.D., Center for Transformation and Change

Which describes your overall organization? Pockets?	Data? Evidence?		What might facilitate progress?	
1. It is dangerous to be here; a hostile environment				
2. You are lucky to be here				
3. You can come if you want				
4. You are welcome to be here				
5. We treat everyone equally				
6. We create a welcoming environment				
7. We want everyone to have a sense of belonging				

8. We do what we can to support your success				
9. We intentionally work to accelerate your success				
10. We remove systemic barriers, obstacles, and hurdles to your success				
11. We require everyone to increase their capacity to infuse equity and inclusion into everything they do				
12. 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 MCOD

Directions: Use the following questions to discuss your assigned MCOD 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?

    •

    •

Continuum on Becoming a Fully Inclusive Arts and Cultural Organization
(1st & 2nd of 6 columns)

© Crossroads Ministry, Chicago, IL: Adapted from original concept by Kathy Hsieh for the Racial Equity Arts Lab Forum (REAL Forum). Based on the original work of Drs. Bailey Jackson, Rita Hardiman and Evangelina Holvino, MCOD/Multicultural Organizational Development Model

http://www.seattle.gov/documents/Departments/Arts/Downloads/Grants/Civic%20Partners/Continuum%20on%20Becoming%20a%20Fully%20Inclusive%20Arts%20and%20Cultural%20Organization.pdf

Racial & cultural differences seen as deficits	
1. Exclusive Segregated Organization • Intentionally and publicly excludes or segregates African Americans, Native Americans, Latina/os and Asian Americans • Intentionally and publicly enforces the racist status quo throughout institution • Institutionalization of racism includes formal policies and practices, teachings and decision- making on all levels • Usually has similar intentional policies and practices toward other socially oppressed groups, such as women, people who are disabled, elderly and children, people who identify as queer, immigrants, etc. • Upholds a White Supremacy culture	**2. Passive Status Quo Organization** • Tolerant of a limited number of People of Color (POC) with "proper" perspective and credentials • May still secretly limit or exclude People of Color in contradiction to public policies • Continues to intentionally maintain white power and privilege through its formal policies and practices, teachings and decision-making on all levels of institutional life • Often declares, "We don't have a problem" or is fine with having an all-white or predominantly white organization • No outreach at any level to diversify the organization is done • Programming is centered on white artists, Western European art-forms and white cultural values • The inclusion of POC artists is perceived as lowering the quality of the art • POC audiences aren't viewed as worth the effort either because they wouldn't "fit" or might make the regular patrons feel uncomfortable or even scare away the long-time supporters • Fear that the inclusion of POC art will result in a loss of support from their donors

Tolerant of racial and cultural differences

3. Symbolic Multicultural Organization	4. Evolving Anti-Racist Institution
- Has public statement committing to diversity, equity and inclusion but hasn't implemented changes embodying aspirations - Carries out intentional inclusiveness efforts, recruiting "someone of color" on committees or staff - Expanding view of diversity includes other socially oppressed groups, such as women, people who are disabled, elderly, children, LGBTQ, etc. - Might see themselves as "color- blind" in hiring, programming, marketing - Marketing materials and website include higher % people of color than exist in organization - Primary strategy for reaching communities of color is offering discounted opportunities or scholarships - Primary strategy for hiring is to include a statement about encouraging POC to apply - Can't understand why POC haven't responded to their efforts - Possible White-Savior complex - the organization feels like they're helping POC by offering them opportunities - POC still perceived through a deficit-framework - Sees itself as "non-racist" institution – "We're open to all people," but . . . "Not those who make waves" - Little or no contextual change in culture, policies and decision-making - Is still relatively unaware of continuing patterns of privilege, paternalism and control - White cultural norms are centered - White fragility shows up when POC share about their experience	- Growing understanding of racism as barrier to effective diversity - Develops analysis of systemic racism - Board/staff participate in on-going anti-racism training - New consciousness of institutionalized white power and privilege - Develops intentional identity as an "antiracist" institution - Begins to develop accountability to racially oppressed communities - Increasing commitment to dismantle racism and eliminate inherent white advantage, but . . . - Institutional structures and culture that maintain white power and privilege still intact and relatively untouched - Those in decision-making positions may still be predominantly white even if more of the artists and supporting staff include POC - Programming includes one or two annual "diversity" slots - Double standards in how people of color and their artwork are viewed, marketed and included - POC might be gaining more access to the organization but micro-aggressions against them still exist - Organization still functions on White cultural norms so POC have to code switch to be perceived as "professional" enough - POC feel like they need to navigate the unpredictability of an organization striving to be "woke" but not actually there yet so when an invisible line is crossed it's usually the people of color who have to backtrack rather than the non-POC willing to lean in

Racial and cultural differences seen as assets

5. Structurally Changing Organization
- Commits to process of intentional institutional restructuring, based on anti-racist analysis and identity
- Audits and restructures organizational culture to ensure full participation of POC, including their worldview, culture and working styles
- POC are included in all levels of the organization from board to staff (including leadership positions) and as artists
- Implements structures, policies and practices with inclusive decision-making and other forms of power sharing at all levels of the organization
- Commits to dismantle racism in the wider community, and builds clear lines of accountability to racially oppressed communities
- Reaches out to involve POC communities for all programming, not just the racially specific ones
- Anti-racist multicultural diversity becomes an institutionalized asset
- Redefines and rebuilds all relationships and activities in society, based on anti-racist commitments
- Seeks deeper awareness in contributing to a more racially equitable workplace
- Acceptance of honest and direct feedback while holding compassion for each person
- POC staff, board members, artists and supporters are valued for the expertise they share as full human beings and not just for their race
- Collaborates with POC-led groups in an equitable way, centering their voices, leadership, ideas, and needs in the process

6. Inclusive Transformed Organization
- Transformational Relational Culture rather than Transactional Individualistic one
- Collaborative organizational structure
- Full participation and shared power with people across all social spectrums in creating, deciding and implementing its vision, mission, values, structure, constituency, policies and practices
- Functions from an asset-based framework
- Instills a sense of joy, trust and gratitude among all
- Inspires growth and learning
- Adaptive and continually evolving
- A place of possibility
- Each person involved with the organization (board, staff, artists, supporters, collaborators, audience) has agency and feels welcomed, included, seen, heard and valued for the full spectrum of their humanity
- Everyone is able to show up authentically and allowed to work to their fullest potential
- Every person feels alive and transformed
- Shared sense of community, trust and mutual caring within the organization and its broader community where everyone has each other's back
- Audiences see themselves reflected in the work and feel humanized by the depiction
- Artistic work involves those being depicted in a creation and a decision-making level
- The public feels collective ownership in the organization and is able to voice authentic feedback that is truly listened to and taken into consideration for future planning
- Organization allies with others in creating true liberation for all people

http://www.seattle.gov/documents/Departments/Arts/Downloads/Grants/Civic%20Partners/Continuum%20on%20Becoming%20a%20Fully%20Inclusive%20Arts%20and%20Cultural%20Organization.pdf

Inclusive Leader Behaviors
(a partial list)

A. Leadership

1. Leaders regularly discuss and communicate the division's/department's vision and commitment to creating an inclusive organization:
    a. Create and maintain a safe, inclusive, and equitable work environment that:
        i. actively engages and includes all employees,
        ii. supports the full participation and success of all employees,
        iii. is responsive to the needs of the increasingly diverse employee population,
        iv. actively eliminates all forms of discrimination, exclusion, and oppression in the workplace.
    b. Develop, implement, and continually re-assess policies, structures, programs, practices, norms, and services that:
        i. support the recruitment, retention, and success of the full breadth of all employees,
        ii. are responsive to the needs of the increasingly diverse employee population,
        iii. actively eliminates all forms of exclusion, discrimination, and oppression.
    c. Hire, develop, retain, and promote a racially and gender diverse, culturally competent leadership and employee group throughout all levels of the organization that (at a minimum) reflects the demographics of the client population you currently serve and hope to attract and retain.
2. Leaders regularly discuss the "business case" ~ compelling reasons why the focus on creating inclusion is central to the achievement of their overall organizational strategic goals.
3. Leaders regularly share their personal passion and commitment to creating an inclusive organization and achieving strategic inclusion goals.
4. Leaders regularly communicate clear guidelines for expected behavior and clear consequences for exclusionary practices, inappropriate behavior, negligence, etc.
5. Leaders consistently recognize, interrupt, and effectively respond to microaggressive dynamics in the work environment.
6. Leaders ensure the policies and procedures about workplace safety, harassment, hate crimes, non-discrimination, and inclusion are widely communicated, discussed, and enforced throughout the organization.
7. Leaders ensure that there are safe, confidential processes for reporting and resolving grievances, harassment, etc.
8. Leaders effectively mentor and sponsor employees from a full range of group memberships.
9. Leaders regularly deepen their capacity to create an inclusive organization.
10. Leaders develop and communicate a clear, concise list of cultural competencies that all employees are expected to demonstrate in their daily work responsibilities.
11. Leaders demonstrate these core cultural competencies in all aspects of their work activities.

12. Leaders ensure the successful completion of an annual comprehensive cultural audit (snapshot) of their area of responsibility, including gathering baseline data; assessing policies, procedures, programs, norms, and services; analyzing demographic and assessment data; and developing measures of success.

13. Leaders engage all employees in dialogues about the results of the cultural audit (snapshot) and the recommendations for improvements.

14. Leaders meet quarterly with other leaders to:
    ○ Review the current state of inclusion within the division, and within each department
    ○ Develop plans for continuous improvement

15. Leaders provide needed resources and organizational infrastructure to ensure the achievement of inclusion goals.

16. Leaders hold their direct reports and other employees accountable for achieving the inclusion goals.

17. Leaders hold periodic open forums with employees, particularly with employees from marginalized group memberships, to honestly discuss the current work climate and progress towards achieving inclusion goals.

18. Leaders seek honest feedback from colleagues, members of their department, and clients about:
    ○ Their effectiveness as a leader on issues related to inclusion
    ○ The effectiveness of employees on issues related to inclusion

B. Planning and Decision-making

1. Planning processes intentionally include input from clients and employees who are affected by the potential decisions as well as those who are involved in implementing the decisions.

2. Decisions are based on current data and input from a full range of stakeholders (i.e., climate and satisfaction surveys; utilization data; focus group data; input from open forums; etc.)

3. Decision-makers use the following prompts as they work to minimize any unintended exclusionary practices and attitudes in planning and decision-making discussions:

   - Do we have the full breadth of group memberships 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 clients and employees from various privileged and marginalized groups?
   - How might this inadvertently advantage some and disadvantage others?
   - How can we make this more inclusive for members of various group memberships?

C. Recruitment/Hiring

1. Processes for recruiting and hiring are reviewed and revised annually to better achieve the inclusion goals.
2. Leaders and employees continually expand their professional networks in the field and in the community to develop connections for marketing position openings, identifying potential candidates, etc.
3. Position announcements highlight the preferred cultural competencies for the specific job responsibilities.
4. Consider including the following on all Position Announcements and Marketing:

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

   "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 and want to attract.

   We are committed to hiring and retaining racially and gender diverse, culturally competent leadership and employee group 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."

5. All stated "minimum requirements" are essential to the position.
6. Any educational or other credential(s) and years of experience are listed as preferred, unless mandated by laws or regulations.
7. Position announcement and list of preferred job-related competencies are distributed to a wide range of organizations, colleagues, listservs, and publications to maximize the attraction of a racially and gender diverse, culturally competent pool of candidates.
8. All members the of talent acquisition team (recruiting, HR and interviewers) demonstrate core cultural competencies in their roles and are committed to the divisional and department inclusion goals.
9. All talent acquisition teams are diverse by race, gender, and other categories of diversity.
10. Hiring Manager and/or department leader meets with the Search Committee to discuss their commitment to hiring a racially and gender diverse, culturally competent leadership and employee group.
11. Talent acquisition team members receive training to minimize the potential that their unconscious biases will impact the selection process.

12. Talent acquisition team members use position description and list of preferred competencies and experiences as a guide as they review resumes, select candidates for interviews, develop interview questions, and evaluate candidates after interviews.

13. Talent acquisition team members and participants in interview processes present a realistic view of the position, the organizational environment, as well as the surrounding community with respect to issues of diversity, equity, and inclusion.

14. Hiring manager works with the talent acquisition team to create a formal process to support the successful orientation and transition of new hires to the organization and local community (i.e., create a "Transition Team;" develop a formal mentoring process for all new hires; develop a plan for the new hire to develop working relationships with department team members and organizational partners; etc.)

D. Professional development

1. All employees are required to annually assess their current level of cultural competence and discuss goals for their professional development with their supervisor.

2. All employees are required to participate in regular professional development activities to deepen cultural competencies (trainings, workshops, courses, conferences, reading group, etc.)

3. Employees meet annually with supervisor to discuss their progress and revise development plans.

4. The division and departments sponsor regular professional development sessions for all employees to deepen their cultural competencies across the full breadth of differences.

E. Performance management

1. All employees are required to continually assess and increase their level of cultural competence.

2. All employees are required to demonstrate cultural competencies in their daily work activities.

3. Supervisors conduct a formal performance session annually with each direct report, as well as informal discussions about performance at least every 3 months.

4. Leaders conduct an annual division-level analysis of performance ratings to assess if there are disparities across race, gender, hierarchical level/position, etc.

F. Orientation and transition of new employees

1. Supervisors conduct orientation and on-going transition meetings with all new employees to:
   o Review the division/department inclusion and equity goals
   o State their expectations for infusing inclusion into daily work practices
   o Identify current level of cultural competence and plan professional development activities for the next 9-12 months

2. Supervisors meet regularly (weekly or bi-weekly) with new employees to explore:
   a. How the employee is adjusting and integrating into the department/division
   b. The employee's need for additional training, support and coaching
   c. Any conflicts, misunderstandings or barriers they are encountering
   d. Any needs for additional resources or information

G. Promotions and "Stretch Opportunities"
1. A candidate's ability to consistently demonstrate an advanced level of cultural competence is a central criteria for all promotions and stretch opportunities.
2. All processes for promotions and stretch opportunities are transparent, aligned with inclusion goals, and developed in consultation with the divisional leader or her/his/their designee.

H. Research/Data Collection/Measurement
1. Departments regularly collect and analyze data (disaggregated by race, gender, etc.) on the effectiveness of their policies, practices, programs, norms, and services, including:
   o Satisfaction data
   o Utilization data
   o Recruitment and hiring
   o Retention
   o Advancement
2. Departments annually collect and analyze disaggregated data about the work environment for staff. Assessment formats include focus groups, employee surveys, interviews, "skip level" meetings, etc.
3. Departments build a shared understanding of the practices and norms that promote inclusion as well as those that result in indifference, exclusion and/or discrimination.

Developed by Kathy Obear, Center for Transformation and Change www.drkathyobear.com

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?

With a Race Lens ~ **By group membership, which racialized groups:**
1. **Probably** will have their needs met?
2. **May not** have their needs met?
3. **Receive unintended advantages and white privilege?**
4. May face **barriers, hurdles, and obstacles?**
5. Might experience **unintended, negative impact** by this policy, practice, or service? **Decision? Idea?**

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?

Policies, Practices, Programs and Services to Analyze with a Race Lens:
A Beginning List

Use a Race Lens to analyze: How might the formal and written policies as well as how they are informally implemented result in differential enforcement and treatment based on racialized identity? Possibly unintended, negative differential impacts and racist barriers for People of Color? Greater advantages and privilege for white people?

1. Creating new positions and programs.
2. Recruiting and hiring practices
3. Who can violate stated hiring policies and practices without accountability
4. Who has to be hired as a contractor or part-time employee; who gets hired into full-time positions
5. Who has to meet all stated requirements to be considered or hired?
6. Who has to far exceed all stated requirements to be even make the initial pool? Much less hired?
7. Who is hired into positions they are over-qualified for?
8. Who reports to people who are less qualified than they are?
9. How people in interim positions are selected
10. How internal hires are made
11. Supervision, coaching and performance management processes
12. Onboarding and other retention practices
13. Promotion policies and practices
14. Tenure policies and practices
15. Course evaluations
16. Budget decision-making processes
17. Professional development and "stretch," visible opportunities
18. Attendance, "late" policies
19. Who is permitted to travel internationally, on organizational funding
20. Who can apply for grants with full organizational support
21. Who can work remotely
22. Who is admonished or judged for having children, family members or pets visible or making noise during virtual meetings
23. Who can use organizational funds for EDI programs, trainings, and professional development
24. Breast-feeding and lactation policies and practices
25. Informally or formally raising issues and complaints about race and racism
26. Curricula development and approval processes
27. Outside entities pushing to have their recommended candidate hired.
28. How parking spots are assigned
29. What groups can use organizational funds for catering

30. Who gets held accountable for what types of microaggressions
31. How people are held accountable for microaggressions
32. Who is held accountable for revising racist policies and practices, if at all
33. Whose emails get responded to, by when
34. Whose achievements and contributions get recognized, and how?
35. How people are required to make amends for missteps and offensive behaviors
36. Dress codes
37. Permitted decorations and personalization of workspaces
38. Who is held accountable for not fulfilling job responsibilities? Who is not?
39. Bereavement policies and practices
40. Sick leave, personal leave policies and practices
41. Funding and criteria for paid leadership positions vs. hourly work
42. Leave policies; part-time status, reduction in financial aid
43. Timing of class schedules; for whom is the schedule built
44. The required information to apply for a job, to be a student, etc.
45. Funding and budget decisions
46. Fundraising policies and practices
47. Criteria and processes for selecting Board members
48. Constituent and employee surveys
49. Performance reviews; how these practices are implemented
50. Who gets offered "stretch" opportunities
51. Grant writing practices; awards of grants
52. Background check policies
53. What data is collected; how used; what is considered "data"?
54. Family leave policies
55. How we do curriculum reviews
56. Work hours, face-time
57. Employee handbook "rules"
58. Admissions practices, policies – for legacies, "connected" people
59. Decision-making practices
60. Use of Standardized testing
61. Job applicant pipelines
62. Banking requirements to be paid
63. Employee benefits
64. Email policies
65. Worship practices; cultural appropriation in these practices
66. Deposits to hold a spot at colleges/universities
67. What performing arts is allowed
68. What events are sponsored by schools
69. Wellness programming
70. Who is chosen for decision-making task forces, committees
71. Purchasing policies and practices

72. Investment practices
73. Access to internet, email, printer, scanner, etc.
74. Mentoring practices
75. Marketing practices
76. How appointments are offered in Counseling Centers, Health Centers
77. Advising, student success practices
78. Who gets help; what types
79. Awarding scholarships
80. Use of Robert's Rules
81. Who's involved in clubs and organizations
82. How to be a registered student organization
83. Housing Contract, room selection process, live-on requirement
84. Requiring work activities that require access to internet, email, printer, scanner, etc.
85. Graphics, images and pictures on websites
86. Pay and benefits equity
87. Accessibility of interviews
88. Accessibility of counseling services
89. Accessibility of programs, presentations and meetings
90. Access to tutoring
91. Financial aid awarding practices
92. Termination and academic probation reinstatement policies
93. Human Resources investigation processes
94. Requirements to be a Board member
95. Position required work experiences, educational degrees, other credentials, years of experience, etc.
96. Standardized tests in schools and job applications
97.

I am deeply indebted to participants in my courses and workshops for these ideas, especially those from MUSC, The Medical University of South Carolina as well as participants in recent workshops, including White Privilege Conference WPC22
Compiled by Dr. Kathy Obear, Center for Transformation and Change   www.drkathyobear.com

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

References

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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

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Smith, D. (1996). <u>Achieving Faculty Diversity: Debunking the Myths</u>. Association of American Colleges and Universities, **www.aacu.org**

Turner, Caroline S. V. (2002). <u>Diversifying the Faculty: A Guidebook for Search Committees</u>. Association of American Colleges and Universities, **www.aacu.org**

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 Manger 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.

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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 <u>hiring and retaining</u> 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.

How Much Do You Need Self-Care? A Checklist for Change Agents

<u>Directions</u>: 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 <u>yourself</u>? How did you learn these messages?

2. What were some of the early messages you learned about taking care of <u>others</u>? 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?
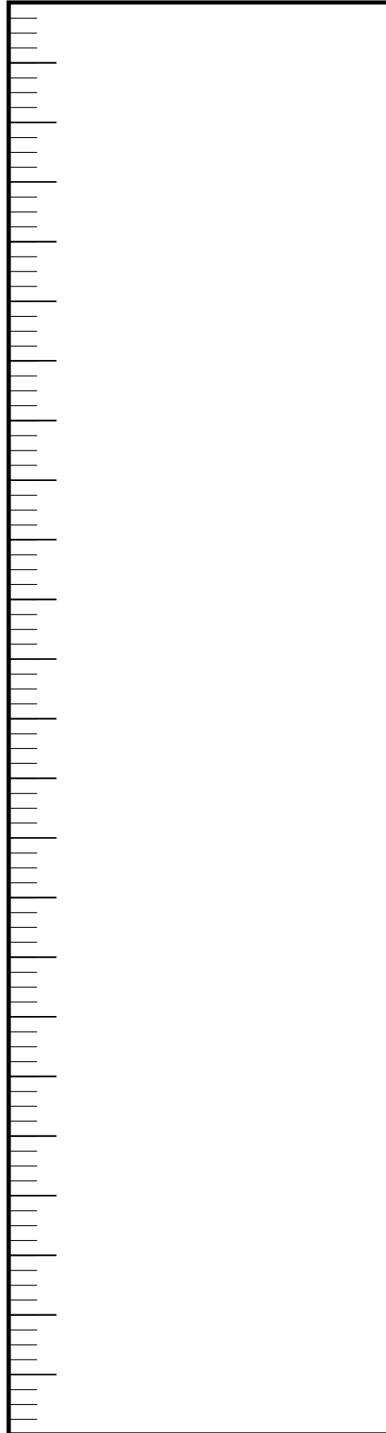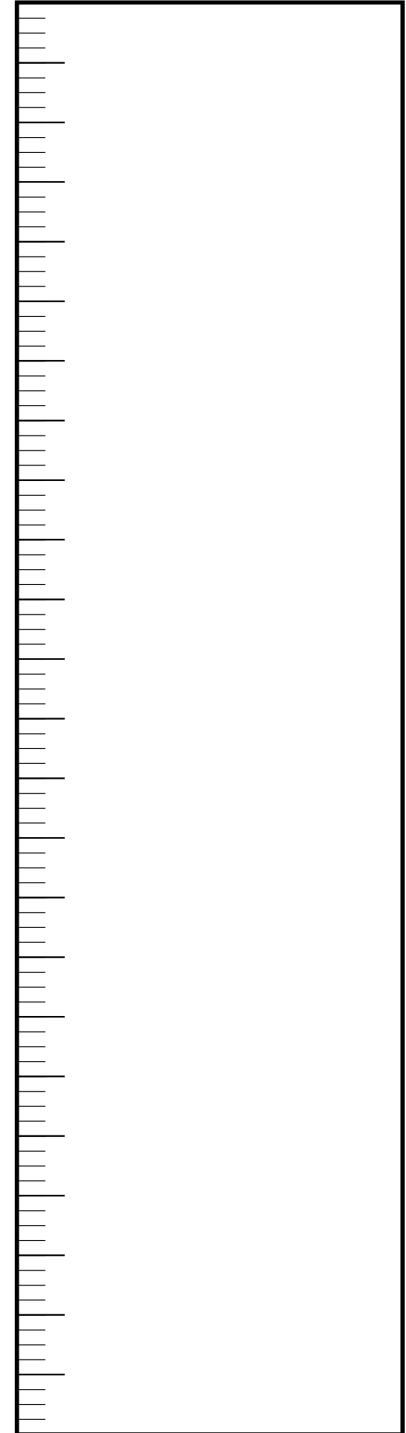
Identify How You Spend Your Time

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.

My Plan for Better Self-Care

a. How I will take better care of my health? (sleep, exercise, stress management, doctor appointments, religious/spiritual practice, etc.)

b. How I will eat (and drink) in ways that are better for me.

c. How I will create a better work/life balance?

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*

Outline for Leading "Lessons Learned" Sessions 1+ years into the Pandemic

(Developed by Dr. Kathy Obear, *Center for Transformation and Change*
March 2021 www.drkathyobear.com)

I wanted to share my outline of a 3-hour virtual session, with the top 15 leaders of a community college, to support their reflections on the past year+ of the pandemic as well as look ahead to the next phase of intentional culture change.

In this moment, we all may have multiple opportunities to support leaders and employees in Lessons Learned gatherings. We acknowledge the impact of this past year+ and are helping to prepare folks for what comes next in these times.

I believe these leaders are now more ready to lead similar conversations and change management discussions with the teams & divisions they serve. I welcome additions and other approaches!

Lessons Learned from this past year+ of the pandemic...

1. Welcome and framing by the president or most senior leader

2. Some grounding, breathing....
3. Listen to Andra Day "Rise Up"

4. Reflection time to note... What came up for you as listened?

5. Breakouts: impact, feelings, insights as listened

6. Large group:
   a. How are you doing these days?
   b. How was the past year for you? Us? (relating in, honoring all voices and all emotions)

7. Break

8. What were your intentions & guiding values this past year? How did you keep going?

9. Reflection time: As you look back, what were all the challenges you found resolutions to? What did you do well in this time of unpredictability and weekly, daily, hourly crises? What were ways you worked together to meet these challenges?

10. Large group with above and additional prompts. (came from them as they shared):
    a. What are you proud of?
    b. What do you want to acknowledge and celebrate?
    c. What did we do that was remarkable?

11. What, if any, new ideas, innovations, and new ways of engaging helped us serve the students and each other in these times?
    a. Which might we want to integrate and keep doing as we move forward?

12. Any former ways of working, practices, policies, services, etc., that we now realize we need to analyze and potentially revise?

13. What, if anything, did you miss as we shifted to virtual work and service?

14. How did students, faculty and staff benefit from going virtual, if at all?

15. As we move into the next phase, how might/do students, staff, and faculty benefit from face to face, in-person teaching, services, meetings, etc.?

16. How can we support students, staff and faculty who may prefer to engage virtually moving forward, yet the needs of the college may require in-person interactions? What ideas and options might we consider?

17. What concerns & possible challenges do you see as we look ahead?

18. How can we support each other as we transition into the next phase?

19. How can we support those we serve as we move forward?

20. What are your intentions, guiding values as you look ahead to this next phase?

21. In chat: My resolve as we move forward.... My commitments as I look ahead....

22. Closing: Impact & appreciations of our time together

Building a Racially Inclusive, Anti-Racist Community and Organization:
A Guide for Beginning the Dialogue

Developed by Kathy Obear, Center for Transformation and Change, Spring 2021
www.drkathyobear.com

Note: The following activities and discussion prompts may be useful to facilitate deeper, more authentic dialogue about issues of race, racism, racial inclusion, and anti-racism in predominantly white organizations. Below I outline many of the prompts and questions I use in my anti-racism trainings.

Overall learning outcomes for the sessions: Content and Process Outcomes

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

CONTENT learning outcomes, to deepen capacity to:
1. Engage in authentic, meaningful dialogue about issues of race and racism.
2. Discuss your personal passion for creating greater racial inclusion in our organization.
3. Reflect on your racialized socialization experiences and ways you were impacted then and possibly now.
4. Discuss and clarify our collective vision of a racially inclusive, anti-racist organization.
5. Identify the "Leadership Case," the compelling case for change, for accelerating efforts to address of race and racism on a daily basis.
6. Use a scale of 0-10 (low to high) to discuss how close our current state is to our collective vision of a racially inclusive, anti-racist organization.
7. How far have we come: What specific changes and activities have we helped create greater racial inclusion in our organization?
8. How far we need to go: What else could we do? What do we need to do to create a racially inclusive, antiracist organization?

PROCESS outcomes for the session:
1. Feel connected to the other participants: valued, respected, a part of a learning community.
2. Have their ideas, comments and feelings heard and used in the session – they have a voice.
3. Comfortable and connected enough to share their experiences, thoughts, and feelings (maybe even attitudes).
4. Slightly nudged and challenged to consider new and differing perspectives.
5. Energized to help create and maintain a racially inclusive, anti-racist organization.

Facilitating Notes:
* Lean much more towards facilitating the discussion and dialogue among the participants, and less towards lecturing, teaching, and presenting modes of learning.

* Be prepared to shift the logistics of some activities if participants have a visual, hearing, or mobility disability.

Outline of Possible Activities

1. Welcome & Framing

- **Welcome participants and share why you are gathering in this session**

- **Ask:** How are you doing in these times?

- **Review possible learning outcomes, agenda/flow and logistics of session**

  1. Engage in authentic, meaningful dialogue about issues of race and racism.
  2. Discuss your personal passion for creating greater racial inclusion in our organization.
  3. Reflect on your racialized socialization experiences and ways you were impacted then and possibly now.
  4. Discuss and clarify our collective vision of a racially inclusive, anti-racist organization.
  5. Identify the "Leadership Case," the compelling case for change, for accelerating efforts to address of race and racism on a daily basis.
  6. Use a scale of 0-10 (low to high) to discuss how close our current state is to our collective vision of a racially inclusive, anti-racist organization.
  7. How far have we come: What specific changes and activities have we helped create greater racial inclusion in our organization?
  8. How far we need to go: What else could we do? What do we need to do to create a racially inclusive, antiracist organization?

2. What is Your Personal Passion? Motivation?

<u>Ask, give time for reflection:</u>

- What <u>motivates</u> you? What is a source of your <u>passion</u> for creating a racially inclusive, anti-racist organization for all we serve?

Ways to process the reflections:
- Ask people to share in the CHAT or a short breakout conversation
- Ask for people to share in the full group
Suggested processing questions

- What was the impact of sharing? Hearing the personal passion and motivation of others?
- What are some aspects of your personal passion?
- How do these align with our organizational mission and values?

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3. Review Engaging Guidelines

Suggested Engaging Guidelines

1. OPEN AND HONEST COMMUNICATION; ANTICIPATE IMPACT ON OTHERS BEFORE YOU SPEAK
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
16. ENGAGE & EMBRACE THIS OPPORTUNITY; WE WON'T BE FINISHED

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4. Exploring Our Racialized Socialization

- **Share about some of your own racialized socialization experiences** to model authenticity and bravery.

- **Give time for reflection on a few of these or other prompts:**

  1. What were your experiences interacting (or not) with people of different racialized & Indigenous groups?
  2. When did you 1st realize you were _____? That you/your group had been assigned a racialized identity?
  3. When do you remember realizing people were treated differently based on race and/or Indigenous status?
  4. As you reflect on your racialized socialization, what were the prevailing messages around you about different racialized and Indigenous groups?

5. When, if at all, did you realize some/many white people believed white people were superior, more deserving, better than People of Color?

- **Processing questions**, include:
  - What was the impact of listening and sharing?
  - Any insights or reflections?
  - How might some of these early messages about white people and People of Color still be operating in our organization? In us?

5. Discuss and Clarify our Collective Vision of a Racially Inclusive, Anti-Racist Organization

- **Give time for reflection and noting:**

  - What is your VISION of a racially inclusive, anti-racist organization?

    1. What will a racially inclusive, anti-racist organization be like? Feel like?
    2. What WOULD be happening?
    3. What WOULD NOT be happening?

- **Discussion format possibilities**
  - Breakout, then large group
  - Chat, then large group

- **Processing questions**, include:
  - What is your vision of a racially inclusive, anti-racist organization?
  - What was the impact of listening and sharing?
  - How do our respective visions align with each other?
    - With our organizational mission and values?

6. The Leadership Case: The Compelling Case for Change

- <u>**Ask and give time**</u> **to reflect and note:**
  - What could you say or ask if someone asks you:

    "Why are we focusing on creating a racially inclusive, anti-racist organization?"

- **Processing questions** include:
  - How might you feel is someone asks you this question?

- What are some possible responses?
- How and where can we talk about the Leadership Case more?

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7. How Close is the Current State To Our Vision?

- **Ask participants to reflect and then share**:
    - Using a scale of 0-10:   0 = not at all   --------------   10 = completely

    - In the CHAT, please share your rating:
        - In your opinion, how close is our current state to our vision of a racially inclusive, anti-racist organization?

- **Processing questions** include:
    - What was it like to offer a rating?
    - To see the ratings of others?
    - What are some of the reasons you rated our organization the way you did?
    - Reactions and impact of hearing the reasons of others?

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8. How Far We Have Come

- **Ask and give time** to reflect and note:

    - What are you/others you work with _already doing_ to intentionally create a more racially inclusive, anti-racist organization?

- **Discussion format possibilities** include:
    - Ask them to put ideas in the CHAT
    - Share in a breakout, then large group
    - Share in the large group

- **Processing questions** include:
    - What are you/others you work with _already doing_ to intentionally create a more racially inclusive, anti-racist organization?
    - What is the impact of seeing/hearing all of these ideas?
    - What, if any, impact or results are we seeing from our efforts so far?

9. How Far We Need to Go

- **Ask and give time to reflect** and note:
  - How far do we need to go?
  - What else could we do?
  - What else do we need to do to create a racially inclusive, antiracist organization?

- **Discussion format possibilities** include:
  - Ask them to put ideas in the CHAT
  - Share in a breakout, then large group
  - Share in the large group

- **Processing questions** include:
  - How far do we need to go?
  - What else could we do?
  - What else do we need to do to create a racially inclusive, antiracist organization?
  - What is the impact of seeing/hearing the comments of others?
  - How are you feeling as you reflect on all of these ideas and comments?

10. How will we know we are succeeding?

- **Invite** people to breathe
- **Ask and give time** to reflect: How will we know we are succeeding?
- **Processing questions** in the large group include:
  - What will be some indicators we are making progress? Succeeding in our vision?

11. Closing Activities

- **Invite** people to breathe
- **Thank** them for participating
- **Ask some of the following:** As we close for now,
  - How are you feeling?
  - What was the impact of our dialogue?
  - What have you appreciated about our conversation? Our group?
  - A learning I am taking with me….
  - What next steps do you recommend we do?
  - What are you committed to do to help us manifest our vision of a racially inclusive, anti-racist organization?
    - As a member of this organization, I will….

- **Share** your closing appreciations and thoughts about next steps

Costs of Racism for White People, a work in progress 2/15/2021

1. Live narrow, isolated segregated lives
2. Constrained by White Supremacy Culture: perfectionism, culture of fear, quantity over quality, sense of urgency, good vs. bad, etc.
3. Carry deep guilt and shame
4. Carry racist biases, fear, judgments
5. Walking on eggshells
6. Fear of being called racist; doing something racist
7. Live inauthentic lives; performing
8. False sense of superiority, entitlement, never good enough, a fraud
9. Low capacity for resilience, emotional agility
10. Live out of alignment with core values
11. Live with truth of choosing white privilege at the expense and exploitation of BIPOC folks
12. Mediocre white managers, leaders, role models
13. Under-performing, toxic, oppressive teams and organizations
14. Lack of skills to succeed, be useful in the 21st Century
15. Conflict, tension, stress
16. Taught white supremist history
17. Inauthentic relationships
18. Limit choices: partners, friends, housing, work, places of worship and leisure…
19. Deep pain as awaken to irreparable harm and violence; how we benefit, collude, perpetuate
20. We trust those we should probably fear
21. Loss of empathy, access to our full emotions
22. Lose our own humanity; traded it for white privilege, status, prosperity…
23. Live with the reality, pain of our collusion
24. Choose to numb out
25. Replicate harm in our own families (Dr. Candice Nicole Hargons)
26. Loss of self: Who I am without white privilege, white supremacy culture?
27. Despair, hopelessness, powerlessness, feelings of incompetence ~ choose to wallow and stay stuck
28.
29.
30.

Sources:
- Paul Kivel's book, ***Uprooting Racism***
- Dr. Candice Nicole Hargons, ***Healing Racial Trauma*** February 2021 Radio Show with Dr. Kathy Obear: YouTube: **https://youtu.be/j9kr50l9xec**
- Chapter 4 in my book (Kathy Obear), ***But I'm NOT Racist: Tools for Well-Meaning Whites***; free pdf download and Book Club Guide: **https://drkathyobear.com/imnotracist/**