



## Manager Development Program

University of Virginia Library

Kathy Obear, *Center for Transformation & Change*

[kathy@drkathyobear.com](mailto:kathy@drkathyobear.com) [www.drkathyobear.com](http://www.drkathyobear.com) [www.drkathyobear.com/resources](http://www.drkathyobear.com/resources)

Kim Turner, *Key Dynamic Transformations*

[keydynamictransformations@gmail.com](mailto:keydynamictransformations@gmail.com)

### *Dismantling Racism and Creating Racially Just Organizations*

[https://www.youtube.com/watch?v=zy\\_Fq4vcDgY&feature=youtu.be](https://www.youtube.com/watch?v=zy_Fq4vcDgY&feature=youtu.be) (20 mins)

<https://youtu.be/AZkNr-ls1K4> (58 mins)

### *Recognizing & Interrupting Racism in Your Organization*

<https://drkathyobear.com/recognizing-and-interrupting-racism-in-your-organization-webinar-confirmation/>

### *How does Whiteness show up in the classroom?*

<https://youtu.be/hrxZ3gcfZFQ>

### *Using an Inclusion Lens to Analyze & Revise*

<https://drkathyobear.com/inclusion-lens-in-crisis-management-webinar/>

### *Path to Competence*

<https://youtu.be/6Q61OP58y8>

### *Creating Inclusive Teams and Classrooms*

<https://drkathyobear.com/inclusive-teams-webinar-confirm/>

### *Use a Race Lens in Planning and Revising Policies & Practices*, 25 mins:

[https://youtu.be/p7j4\\_3vfjk0](https://youtu.be/p7j4_3vfjk0)

### *Recognizing Microaggressions*

<https://drkathyobear.com/aggressionwebinar-2/>

### Three-part series for faculty: Microaggressions

#### Part 1

<https://www.dropbox.com/s/t58kd2i920rmux/Creating%20Racially%20Inclusive%20Classrooms%20Part%201.mp4?dl=0>

#### Part 2

<https://www.dropbox.com/s/a1a1qq1ccbyfjv0/Creating%20Racially%20Inclusive%20Classrooms%20Part%202.mp4?dl=0>

#### Part 3

<https://www.dropbox.com/s/7mcdlmhgcjw2zmg/Creating%20Racially%20Inclusive%20Classrooms%20Part%203.mp4?dl=0>

## Table of Contents

Envision an Anti-Racist Organization .....	4
12 Indicators of Current Organizational Culture and Climate.....	5
Engagement Guidelines .....	7
Expected Competencies for Creating Racially Inclusive Organizations.....	8
Suggested Competencies for White Allies & Change Agents .....	9
Inclusive Leader Behaviors (a partial list) .....	18
Common Problematic Behaviors of Participants in Discussions About Race and Racism, a Beginning List (May 2021).....	23
Sample Definitions .....	25
CYCLE OF SOCIALIZATION Bobbi Harro, Ed.D .....	29
CYCLE OF LIBERATION Bobbi Harro, Ed.D.....	30
Examine Your Racialized Socialization Experiences .....	31
Authentic Dialogue Prompts: Building Community Among White Allies.....	32
Panning .....	34
Panning Group Dynamics with an Inclusion Lens.....	35
Questions I Can Ask Myself & Others .....	36
Unproductive Meeting & Classroom Behaviors .....	37
Common Universal Needs/Values.....	39
Feelings and Emotions.....	40
Privileged and Marginalized Group Patterns .....	41
Dynamics of the Status Quo* .....	42
Microaggressions .....	43
3 Types of Microaggressions.....	44
Common Racial Microaggressions and Racist Dynamics .....	46
Examples of Microaggressions in Your Organization.....	51
Path to Competence©.....	52
A Time You Responded Effectively .....	55
Common Unproductive Reactions During Difficult, Triggering Situations .....	56
Common Fears .....	57
ADDRESS it! .....	58
<i>PAIRS</i> : EFFECTIVE DIALOGUE SKILLS .....	59
Four (4) Types of Responses.....	61
Steps to Engage in Difficult Dialogues .....	62
Helpful Tactics.....	66
How to be an Ally: Things to Keep in Mind .....	70
Tools and Tips: Responding in Cross-Cultural Conflicts.....	73
Common Racist Behaviors and Attitudes of Some/Many White People .....	77
Dig Into Your Roots: What's Fueling Your Behavior? .....	80

White Privilege, Dr. Peggy McIntosh .....	81
Examples of White Privilege, Unearned Advantages.....	82
Unwritten Rules: How Might the Current Organizational Culture Support and/or Undermine Equity and Inclusion Goals? .....	84
From “White Supremacy Culture” ~ Kenneth Jones & Tema Okun.....	88
“Costs” of Racism for White People, a work in progress 2/15/2021.....	89
Analyzing Policies, Programs, Practices, and Services with an Inclusion Lens .....	90
Re-Imagining with a DEI Lens: .....	91
Policies, Practices, Programs and Services to Analyze with a Race Lens:.....	92
Next Steps for Individuals and Teams.....	95
Outline for Leading “Lessons Learned” Sessions 1+ years into the Pandemic .....	96
Building a Racially Inclusive, Anti-Racist Community and Organization: A Guide for Beginning the Dialogue .....	98
Outline of Possible Activities.....	99

## 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)

# 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			

<b>8. We do what we can to support your success</b>			
<b>9. We intentionally work to accelerate your success</b>			
<b>10. We remove systemic barriers, obstacles, and hurdles to your success</b>			
<b>11. We require everyone to increase their capacity to infuse equity and inclusion into everything they do</b>			
<b>12. We skill up everyone and hold them accountable to dismantle institutional oppression &amp; dynamics of privilege and marginalization in all policies, practices, programs, and services</b>			

## 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*,  
[dr.jamiewashington@comcast.net](mailto:dr.jamiewashington@comcast.net) <https://washingtonconsultinggroup.net>**

# Expected Competencies for Creating Racially Inclusive Organizations

(draft 4-21-2021, Dr. Kathy Obear [www.drkathyobear.com](http://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.



## Suggested Competencies for White Allies & Change Agents

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

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

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

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

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

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

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

- \_\_\_\_\_ 19. I intentionally notice/track the full range of common racist dynamics that occur during meetings, conversations, workshops, etc.
- \_\_\_\_\_ 20. I describe the details or “facts” of what I observe without judgments, assumptions, interpretations, or conclusions (Panning).
- \_\_\_\_\_ 21. I recognize and effectively respond to racist microaggressions and interpersonal aggressions that occur in my presence, included racially coded terms and phrases.
- \_\_\_\_\_ 22. I consistently recognize and respond to racial implicit bias.

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

### **C. Engage whites effectively**

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

- \_\_\_\_\_ 36. I “meet whites where they are” without judgment, and do not demand or expect them to be farther along in their understanding or skill development.
- \_\_\_\_\_ 37. I effectively name common white cultural dynamics among whites and use these as “teachable moments” to facilitate deeper understanding and learning.
- \_\_\_\_\_ 38. I can let go of my planned agenda, “trust the process,” and effectively engage what is happening in the moment.
- \_\_\_\_\_ 39. I consistently demonstrate respect, compassion, and empathy for all white participants.
- \_\_\_\_\_ 40. I effectively navigate discussions where whites are feeling and expressing deep emotions, including anger, sadness, fear, frustration, guilt, shame, hopelessness, etc.
- \_\_\_\_\_ 41. I am able to be “in the moment” ~ fully present and focused on what is happening in the group and in myself during difficult dialogues.
- \_\_\_\_\_ 42. I acknowledge comments which sound inappropriate or triggering.
- \_\_\_\_\_ 43. I speak up and interrupt racist microaggressions and exclusionary behaviors.
- \_\_\_\_\_ 44. I engage people in meaningful dialogue when I experience one of their comments as inappropriate, racist, and/or triggering.
- \_\_\_\_\_ 45. I consistently communicate clear guidelines for expected behaviors that promote racial justice as well as clear consequences for exclusionary practices and inappropriate or racist behavior.
- \_\_\_\_\_ 46. I recognize that “resistance” and challenges from whites are often doorways to deeper understanding and learning for them and for the group.
- \_\_\_\_\_ 47. I respond effectively to challenges and resistance from whites without taking it personally or feeling deeply triggered.
- \_\_\_\_\_ 48. I effectively navigate conflict and disagreement among whites in discussions about race and racism.
- \_\_\_\_\_ 49. I can use triggering events as “teachable moments” for the group.
- \_\_\_\_\_ 50. I respond effectively to challenges and feedback from people of color without taking it personally or feeling deeply triggered.

- \_\_\_\_\_ 51. I effectively explore the unintended impact of racist comments and behaviors while also holding space to explore the person's intentions and possible implicit bias.
- \_\_\_\_\_ 52. I facilitate productive dialogue when there is a mismatch between the intent and the impact of someone's behavior, a policy, a decision, etc.
- \_\_\_\_\_ 53. I recognize effective behaviors of whites that further learning and community building.
- \_\_\_\_\_ 54. I give effective feedback to other whites about the impact of their attitudes and behaviors.
- \_\_\_\_\_ 55. I support and coach other whites to deepen their capacity as effective change agents.

#### **D. Recognize and engage organizational dynamics**

- \_\_\_\_\_ 56. I communicate why racial justice is one of my core values and why I am committed to racial justice work.
- \_\_\_\_\_ 57. I effectively discuss a wide range of compelling reasons that position racial justice as a critical factor in the organization's success.
- \_\_\_\_\_ 58. I effectively create work environments that support the success and full participation of people of color and whites.
- \_\_\_\_\_ 59. I create fair and equitable selection and hiring processes that consistently identify racially diverse, culturally competent pools of final candidates.
- \_\_\_\_\_ 60. I effectively intervene to shift white cultural norms and dynamics of white privilege, to create greater equity and inclusion.
- \_\_\_\_\_ 61. I consistently use a Race Lens to analyze policies, practices, programs, and services to identify institutional racism and any negative differential impact on people of color as well as any undeserved privilege and access for whites.
- \_\_\_\_\_ 62. I continuously engage with others to revise any policy, practice, program or service to ensure they meet the needs of people of color as well as whites.
- \_\_\_\_\_ 63. I ensure that all planning processes intentionally include equitable participation and full consideration of input from people of color and whites.

- \_\_\_\_\_ 64. I effectively collect and analyze data about the experiences and perceptions of people of color and whites in the organization.
- \_\_\_\_\_ 65. I use these data to effectively evaluate and revise current policies, programs, services, practices, procedures, facilities, etc., to ensure racial equity and racial justice.
- \_\_\_\_\_ 66. I continually research and share national/international trends and promising practices to help organizations achieve greater racial justice.

### **E. Self-work and healing**

- \_\_\_\_\_ 67. I continuously use a Race Lens to self-reflect and examine my behaviors, thoughts, feelings, biases, and attitudes and my impact on others.
- \_\_\_\_\_ 68. I am aware of the racist and white supremacist biases, assumptions, and stereotypes that impact my thoughts, judgments, decisions, and actions.
- \_\_\_\_\_ 69. I am aware of how my beliefs about what is “effective” or “professional” \_\_\_\_\_ has been influenced by my racist socialization and white culture, (i.e., leadership; communication styles; decision-making practices; dress, attire, and appearance; dialogue; conflict styles; meeting management; supervision; etc.)
- \_\_\_\_\_ 70. I continually interrupt, reframe, and unlearn these racist biases, stereotypes, and assumptions.
- \_\_\_\_\_ 71. I recognize and honestly talk about the racist attitudes I still hold on to and how they have fueled racist behaviors.
- \_\_\_\_\_ 72. I understand how my white identity impacts how I am perceived, experienced, and treated by others.
- \_\_\_\_\_ 73. I effectively listen to, receive, and appreciate feedback from people of color and utilize their input to improve my practice.
- \_\_\_\_\_ 74. I continually seek and utilize feedback about my behaviors and attitudes from other whites and utilize their input to improve my practice.
- \_\_\_\_\_ 75. I am aware of my common triggers and their intrapersonal roots.
- \_\_\_\_\_ 76. I am aware of my “early warning signals” that I am beginning to feel triggered.

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

#### **F. Deepen partnerships with People of Color**

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

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

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

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

**Identify 8-10 of your greatest strengths.**

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

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

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

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

**Developed by Dr. Kathy Obear, Center for Transformation and Change [www.drkathyobear.com](http://www.drkathyobear.com)**





# **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:
  - Review the division/department inclusion and equity goals
  - State their expectations for infusing inclusion into daily work practices
  - 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:
  - Satisfaction data
  - Utilization data
  - Recruitment and hiring
  - Retention
  - 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](http://www.drkathyobear.com)**

# Common Problematic Behaviors of Participants in Discussions About Race and Racism, a Beginning List

(May 2021)

Compiled by Kathy Obear, Ed.D. [www.drkathyobear.com](http://www.drkathyobear.com)

## Directions:

- a. Check-off all of the potentially problematic behaviors of 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 participants react in some of these problematic behaviors.

- |   |  |
|---|--|
| 1. White silence  | 22. Disregarding feedback  |
| 2. Dominating the conversation  | 23. Denying and defending our racist impact  |
| 3. Being inauthentic  | 24. Interrupting and talking over  |
| 4. Being polite and nice, not real  | 25. Debating and arguing   |
| 5. Staying guarded and protected  | 26. Insisting we are right   |
| 6. Credentialing  | 27. Trying to justify our behaviors: That wasn't my intent!                        |
| 7. Intellectualizing  | 28. Take it personally when someone is describing a pattern of racist dynamics     |
| 8. Stuck in our heads   | 29. I don't do that! I am a good white!  |
| 9. Shutting down  | 30. Feel indignant if asked to explain, say more                                   |
| 10. Not present to or sharing our emotions  | 31. Stuck at interpersonal level   |
| 11. Stuck in fear, guilt & shame  | 32. Missing the patterns   |
| 12. Using white tears to derail the conversation, avoid feedback                              | 33. Judging and distancing from other white people                                 |
| 13. Overlooking the comments and contributions of BIPOC colleagues                            | 34. Competing to be the most "woke" white person in the room                       |
| 14. Discounting the experiences of BIPOC colleagues   | 35. Blaming the "victim"   |
| 15. Insisting we understand and can relate  | 36. Giving unsolicited advice  |
| 16. Dismiss the comments of BIPOC colleagues  | 37. Rush to solutions  |
| 17. Minimizing the emotions of BIPOC folks  | 38. All talk, no action  |
| 18. Downplaying the impact of racist dynamics   | 39. Taking on a different vernacular or accent when speaking with BIPOC colleagues |
| 19. Using a PLE (Perfectly Logical Explanation) to excuse or rationalize away racist dynamics | 40. Re-centering our issues and needs over those of BIPOC colleagues               |
| 20. Refusing to believe the lived experiences of BIPOC colleagues                             | 41. Claiming a false equivalency   |
| 21. Questioning and challenging the validity of what BIPOC colleagues share                   | 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.



# Sample Definitions

## Other resources:

[https://www.diversitybestpractices.com/sites/diversitybestpractices.com/files/attachments/2020/10/dei\\_glossary\\_of\\_inclusive\\_terms\\_updated\\_for\\_2020\\_1.pdf](https://www.diversitybestpractices.com/sites/diversitybestpractices.com/files/attachments/2020/10/dei_glossary_of_inclusive_terms_updated_for_2020_1.pdf)

<https://www.aspeninstitute.org/wp-content/uploads/files/content/docs/rcc/RCC-Structural-Racism-Glossary.pdf>

<https://www.racialequitytools.org/glossary>

## **RACISM**

“The systemic subordination of members of targeted racial groups who have relatively little social power in the United States (Blacks, Latino/as, Native Americans, and Asians), by the members of the agent racial group who have relatively more social power (Whites). This subordination is supported by the actions of individuals, cultural norms and values, and the institutional structures and practices of society.” (p. 88-89) Source: Wijeyasinghe, C. L., Griffin, P, and Love, B. (1997). Racism Curriculum Design. In M. Adams, L. A. Bell, & P. Griffin (Eds.), Teaching for Diversity and Social Justice: A Sourcebook (pp. 82-109). New York: Routledge.

*“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 unlearning and re-evaluating, 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.

<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/>

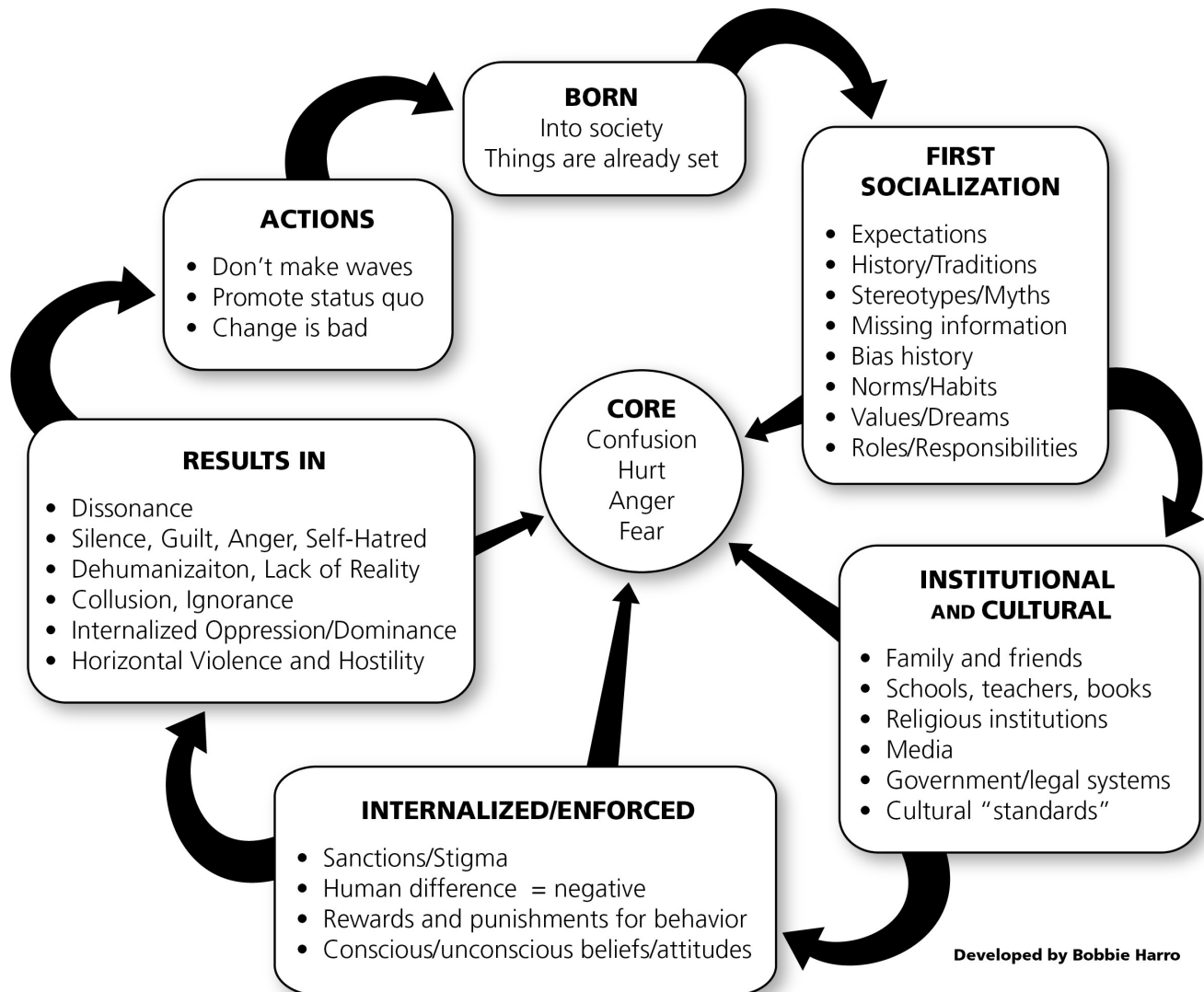
Allyship is a process, and everyone has more to learn. Allyship involves a lot of listening. Sometimes, people say "doing ally work" or "acting in solidarity with" to reference the fact that "ally" is not an identity, it is an ongoing and lifelong process that involves a lot of work.

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>

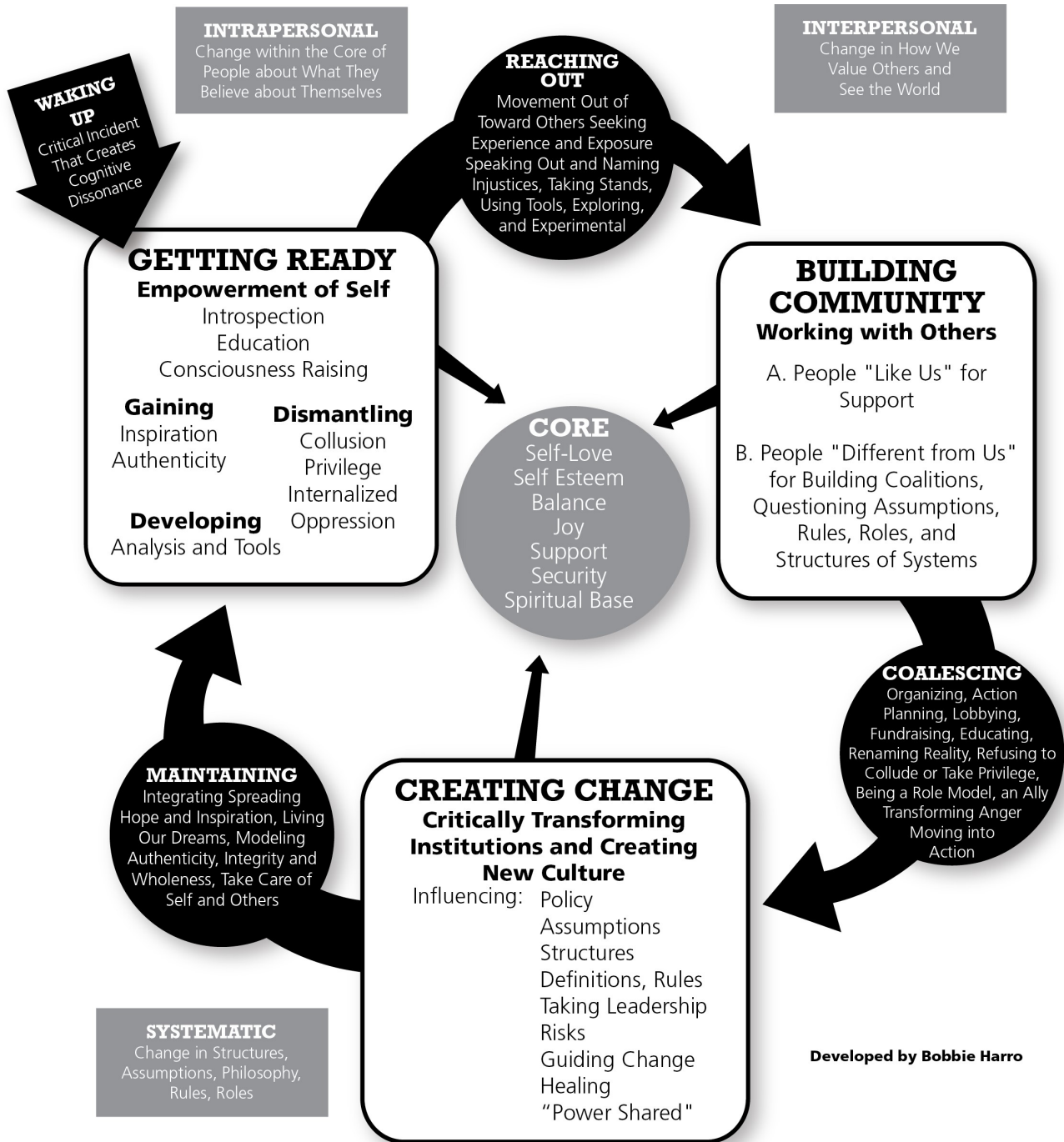
# CYCLE OF SOCIALIZATION

Bobbi Harro, Ed.D



# CYCLE OF LIBERATION

Bobbi Harro, Ed.D



## 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 supremacist 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; what happened to help you shift towards greater understanding, accuracy, or acceptance?
15. Talk about a time, you now realize, that your actions/comments were exclusionary and fueled by racial stereotypes?
16. Talk about a time you spoke up and responded when you noticed racist comments or behaviors or interrupted white privilege.



# Authentic Dialogue Prompts: Building Community Among White Allies

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

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



10. When have you seen others use white privilege to gain an unfair advantage or greater access?
11. What racist thoughts do you still have?
12. What are 1-2 examples (over the past 1-2 years) when you have acted based on some racial stereotypes or racist thoughts?
13. When do you remember realizing that 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 supremacist 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?

# Panning

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

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

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

**PAN:**

**PAY  
ATTENTION  
Now**

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

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

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

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

# 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?

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

## Questions I Can Ask Myself & Others

(a beginning list)

1. When did I begin to question the racist messages I was taught?
2. If only recently, why did I never question the racist messages I was taught?
3. How have my actions and inactions impacted students and colleagues of color?
4. How am I still reacting out of racist biases?
5. How many racist microaggressions have I done? Not noticed? Ignored?  
Rationalized away?
6. How do I interact differently with students and colleagues, unconsciously?
7. With whom do I interact intentionally with a race consciousness?
8. Who do I greet & how?
9. Who do I call on? How often?
10. Whose ideas do I affirm?
11. Whose comments do I ask more about? Comment on?
12. With whom do I make eye contact? How long?
13. To whom do I give encouraging nonverbals?
14. To whom do I give quiet moments to reflect and gather their next thoughts?
15. Who do I stand in front of? Move closer to?
16. Who do I take time to get to know?
17. Whose names do I remember? Mispronounce? Mix up?
18. Whose life details do I remember? Ask about?
19. How do I give feedback?
20. How do I receive feedback, questions, and pushback?
21. From whom do I easily take feedback?
22. From whom do I use feedback?
- 23.
- 24.

Initial ideas for this worksheet came from Dr. Ronda Henry Anthony, IUPUI [ronhenry@iupui.edu](mailto:ronhenry@iupui.edu)

## Unproductive Meeting & Classroom Behaviors

- In the 1st column, check-off any unproductive behaviors which you have observed in meetings.
- Then in the 3rd column, check-off any of these behaviors that you have ever done.
- Choose 5+ items, and in the 4<sup>th</sup> 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

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

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

## Feelings and Emotions

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

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

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



# Privileged and Marginalized Group Patterns

## Privileged Groups

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

## Marginalized Groups

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

## Key Concepts of Privileged/Marginalized Group Dynamics

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

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

## Dynamics of the Status Quo\*

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

### Changing the Status Quo\*

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

### Avoid Common Dialogue Pitfalls/Traps\*

1. PLEs (perfectly logical explanations)
2. Yea, but....
3. That happens to me/my group, too....
4. I know someone who...and they don't agree with you....
5. I don't see it that way; therefore, it doesn't really happen....
6. That doesn't happen to me... (so it doesn't exist)
7. Don't you think that...
8. You're overreacting...you're too sensitive...
9. He/she's a good person...they never meant to do that....
10. That was not my intent! You misunderstood me!

Adapted from materials developed by Elsie Y. Cross Associates

©2021 Kathy Obear, Center for Transformation & Change  
Kathy@drkathyobear.com | www.drkathyobear.com

# 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](http://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

**Source:** Derald Wing Sue & Madonna G. Constantine, "Racial Microaggressions as Instigators of Difficult Dialogues on Race: Implications for Student Affairs Educators and Students," *The College of Student Affairs Journal*, Spring 2007, vol. 26, no. 2

**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 of Color or Indigenous, or intentionally calling them by a wrong name.
- Touching the hair of a Person of 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](http://www.drkathyobear.com)

# Common Racial Microaggressions 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 if 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 in 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 surprised 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 Black 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 a 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 2<sup>nd</sup> 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 1<sup>st</sup> 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 1<sup>st</sup> 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:
  - "You're one of the good ones."
  - "All Asians look alike."
  - "You can't tell one from the other. They all look the same."
  - "You talk white."
  - "You're a Good immigrant."
  - "Can I touch your hair?"
  - "You don't have an accent."
  - "You're a little bit of 'something' right?"
  - "You're just exotic enough."
  - "What are you?"
  - "I can tell you're from a white family."
  - "Is your hair real?"
  - Reference to COVID-19 as the "Chinese Flu"
  - "I don't see color."
  - "I'm color-blind."
  - "Are you Chinese or Japanese?"
  - All lives matter!
  - "You don't look Latina at all."
  - "You're actually pretty for a black girl."
  - "Is that your last name? You don't look Mexican."
  - "How did you get into the USA?"
  - "You're so elegant, your hair looks great when its straightened."
  - "You are different than the other Black people I've encountered."
  - "You're so polished!"
  - "I wish other Blacks here were more like you."
  - "I like working with you, but she's just too much to deal with! So angry all the time!"
  - "I want to talk with a white manager."

## Examples of Microaggressions in Your Organization

	Microaggression	Probable Impact	Possible Bias Fueling it

# Path to Competence©

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

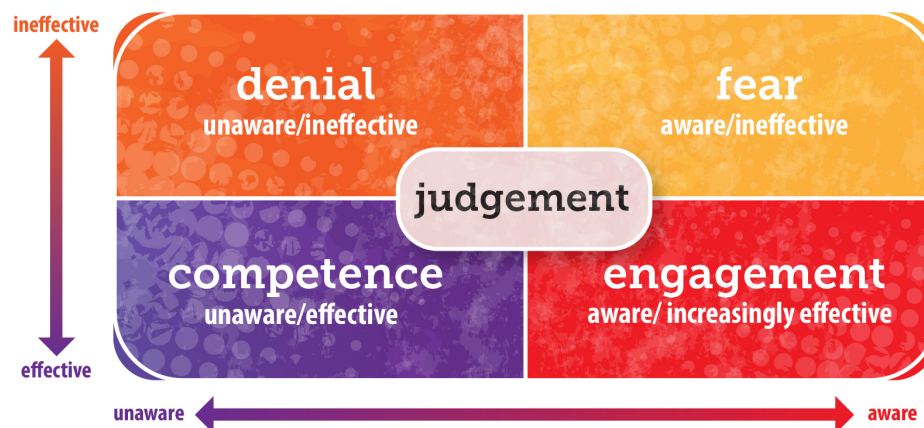
**Common Indicators:**  
**Capacity Development of White Change Agents**

**Where were you? Are you now?**

Developed by Kathy Obear, Ed.D., *Center for Transformation and Change*  
[www.drkathyobear.com](http://www.drkathyobear.com)

## Path to Competence™

Moving to Competence with Us/Them



All rights reserved. Delyte D. Frost, PhD. 1994 Chambers Group LLC  
Adapted from *Conscious Unconscious Competence* by Abraham Maslow, with input from Jack Gant, PhD

### 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**

- Unaware 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 others
- 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 self
- 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](http://www.drkathyobear.com)

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

## A Time You Responded Effectively

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

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

# Common Unproductive Reactions During Difficult, Triggering Situations

## Fight Responses

- Aggressively argues and debates
- Raises their voice, yells
- Tries to silence others
- Tries to compete, win at any cost
- Interrupts
- Self-righteous, arrogant, or condescending behaviors
- Controlling, manipulative behaviors
- Intimidating, threatening behaviors
- Forces change
- Aggressively attacks and berates
- Dismisses or minimizes the comments of others
- Explodes and directs their feelings onto others
- Sarcastic or off-handed remarks
- Belittling comments
- Intentionally tries to embarrass others
- Criticizes or accuses with the intent to humiliate and shame
- Bullies others into submission
- Turns their words against them

## Flight responses

- Gets defensive
- Becomes overly guarded
- Withdraws
- Ignores or avoids issues
- Tries to smooth over conflict
- Placating to keep things under control
- Minimizes, downplays the issues or conflict
- Shuts down
- Disengages
- Uses humor and jokes to distract and smooth things over
- Quickly changes the subject
- Pretends to agree to avoid conflict
- Uses crying to distract and not engage

## Freeze responses

- Blanks out, forget what wanted to say or do
- Zones out
- Feels frozen, like they can't move
- Doesn't respond or interrupt exclusionary comments and actions
- Overly anxious and scared

## Flounder Responses

- Giving contradictory comments/examples
- Stream of consciousness, blabbering
- Off on tangents; way off topic
- Can't decide: maybe this or maybe that
- Out of your body, still talking



## Common Fears

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

1. What if I make a mistake?
2. What if I say something stereotypic or biased?
3. Will I be seen as a fraud?
4. What if I can't handle a situation?
5. If I don't manage this well, 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?

Developed by Naomi Sigg, Director of Office of Multicultural Affairs,  
Case Western University, 2015 [nxs399@case.edu](mailto:nxs399@case.edu)

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

## Four (4) Types of Responses

1. **Redirect**: 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. **Indirect**: A more vague, general comment to refocus the group on the topic and effective group dynamics.

### Pose possibilities:

- It might be useful...
- I'd suggest we consider...
- One way to proceed could be...
- It may be more productive right now to...

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

### State your thought or opinion:

- I think that... I need...
- I believe it's important that...

### Share your observation directly:

- 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. **Connect**: 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**

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

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

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

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

**4. A: ASK clarifying questions**

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

**5. A: ASK questions to gather more information**

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

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

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

**7. A: ASK questions to explore their intention**

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

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

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

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

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

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

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

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

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



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

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

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

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

**Further Resources**

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

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

# Helpful Tactics

## 1. Gather more information

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

## 2. Clarify what you "heard"

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

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

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

## 4. Focus the discussion on the PROCESS of the discussion

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

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

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

## **6. Give the “benefit of the doubt”**

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

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

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

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

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

## **9. Acknowledge the accumulative impact of what you are experiencing**

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

## **10. Ask questions to raise their awareness**

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

## **11. Invite others to get engaged in the dialogue**

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

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

### 1st time:

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

### 2nd time:

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

### 3rd time:

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

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

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

## **14. Diagnosing Privileged and Marginalized Group Dynamics**

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

1. What are the various group memberships of the people involved, and which privileged and marginalized group memberships seem central to this situation?
2. What are the probable perspectives and feelings of each party?
3. How might unconscious attitudes, assumptions, and bias be playing out in this situation?
4. What are the possible privileged and marginalized group behaviors and dynamics in the situation?
5. What organizational issues are relevant in this situation, such as formal and informal policies, norms, procedures, organizational practices, etc.
6. What are the probable outcomes if this situation is left unaddressed? For members of marginalized groups? Members of privileged groups? For the team? For the organization?
7. Given your diagnosis, what and/or who should be the focus of a response and why?
8. What might be some effective ways to respond? And by whom?

## 15. Different Communication Styles

### a. Direct

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

### b. Pose possibilities

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

### c. Competing style

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

### d. Debating style

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

### e. Connecting style

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

### f. Engaging style

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

## 16. Continuum for how to engage others:

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

## How to be an Ally: Things to Keep in Mind

### A. The following behaviors may negatively impact the quality of the discussion:

#### Conversation stoppers

- Interrupting, speaking over each other
- Mostly using a telling and directive style
- Giving too much advice without asking questions to help others come up with their own solutions
- Pushing your point; insisting others do things your way
- Avoiding giving constructive feedback or using vague generalizations
- Overly critical focus on what they did wrong, what needs to change
- Always jumping right into task mode, without spending time developing and deepening relationships
- Assuming responsibility for the others' situations and trying to fix it for them
- Inappropriate jokes, gossip or stereotypic comments
- Making assumptions based on social group memberships, including gender identity and expression, race, ethnicity, religion/spirituality/ways of knowing, age, sexual orientation, nationality, immigration status, educational background, disability status, veteran status, etc.

#### Common Dialogue Pitfalls/Traps

1. Perfectly Logical Explanations (PLEs)
2. Yea, but....
3. That happens to me/my group, too....
4. I know someone who...and they don't agree with you....
5. I don't see it that way; therefore, it doesn't really happen....
6. That doesn't happen to me... (so it doesn't exist)
7. Don't you think that...
8. You're overreacting...you're too sensitive...
9. He/she's a good person...they never meant to do that....
10. That was not my intent! You misunderstood me!

## **B. Be Aware of Cumulative Impact**

This concept occurs when a marginalized group member experiences repeated negative oppressive incidents, either in a short period of time or over a long period. Their feelings of anger, fear, distrust, frustration, etc., may build up and then POP for a number of reasons, including:

- It is not safe for them to challenge the people who treated them negatively
- They are tired of intervening and trying to educate others

A good ally understands that many marginalized group members may be carrying the cumulative impact of a long series of negative treatment. If they seem irritated or unusually upset, the ally tries to not take it personally, but instead, tries to offer support to the marginalized group member by:

- Acknowledging the degree of feelings that the marginalized group member is experiencing
- Offering to listen to stories of how the person has been negatively treated (without interrupting, arguing, justifying, or trying to “give advice” and “fix it”)
- Asking if there is anything that they can do to be supportive

## **C. Recognize Intent AND Impact**

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

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

## **D. Recognize Varying Levels of Differential Risk and Credibility**

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

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

## **E. Recognize and Use your Discretionary Power**

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

## **F. Distinguishing Behavior**

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

## **G. Intervening in Oppressive Situations**

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

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



# 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**

# Common Racist Behaviors and Attitudes of Some/Many 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](mailto:Kathy@drkathyobear.com) [www.drkathyobear.com](http://www.drkathyobear.com)**

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

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

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

### **Interrupt & Shift Our Racist Internalized Dominance**

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

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

**To be more effective, more of the time: respond in ways that:**

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

### **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.

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

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

[http://www.cswsworkshop.org/pdfs/CARC/Overview/3\\_White\\_Sup\\_Culture.PDF](http://www.cswsworkshop.org/pdfs/CARC/Overview/3_White_Sup_Culture.PDF)

The new, revised website and article: [www.whitesupremacyculture.info](http://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



## “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 21<sup>st</sup> Century
15. Conflict, tension, stress
16. Taught white supremacist 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/>

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

To reflect on recent decision-making processes, discuss:

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

## Re-Imagining with a DEI Lens: Questions to Consider as You Discuss Possible Recommendations for Change in Policies, Practices, Norms & Services

- A. When discussing an existing practice, policy, service or expectation/norm, etc., reflect on the full range of differences as the group explores these questions:
1. What were possible productive intentions when this practice, policy, expectation/norm, etc., was created?
  2. By group membership, who probably had their needs met back then? Might not have?
  3. Today, by group membership, who probably gets their needs met?
  4. What groups may not have their needs met?
  5. What groups may face extra barriers, hurdles, and obstacles?
  6. What groups might/will experience unintended negative differential impact from this policy, practice, or expectation/norm? This decision?
  7. What shifts/changes could meet the needs of more people across group identities? What else is possible?
  8. What more do we need to know? Questions we still have?
  9. Whose involvement and input could help us in this conversation?
  10. What questions, issues or ideas seem out of scope, yet we need to pass along for someone to consider?

When exploring the usefulness of a new idea or approach to a possible practice, service, policy, or expectation/norm, etc., reflect on the full range of differences as the group explores these questions:

1. How will this idea advance our DEI and other organizational goals? The productive intentions?
2. By group membership, who probably will have their needs met?
3. What groups may not have their needs met?
4. What groups may face extra barriers, hurdles, and obstacles?
5. What groups might/will experience unintended negative differential impact from this policy, practice, or expectation/norm? This decision?
6. What else is possible? What variation would meet the needs of more people across group identities?
7. What more do we need to know? Questions we still have?
8. Whose involvement and input could help us in this conversation?
9. What other questions, issues or ideas seem out of scope, yet we need to pass along for someone to consider?

# 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](http://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.

### 4. 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.

# 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](http://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](http://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

**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?

### Ask, give time for reflection:

- What motivates you? What is a source of your passion 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?

### 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

### 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 1<sup>st</sup> 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

- **Ask and give time 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?

## 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?

## 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