

Great Lakes Prevention TTC

Presents

Creating Inclusive Prevention Organizations and Coalitions

Presenter

Mark Sanders, LCSW, CADDC



Personal Agreement

I, _____
(Your name here)

understand that it is okay to be imperfect with regard to my understanding of people who are different than I am.

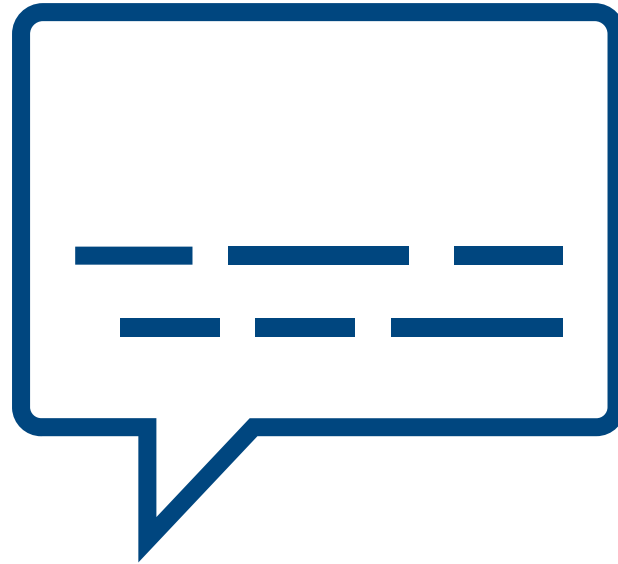
I have permission to reveal ignorance and misunderstanding.

I have permission to struggle with these issues and be upfront and honest about my feelings.

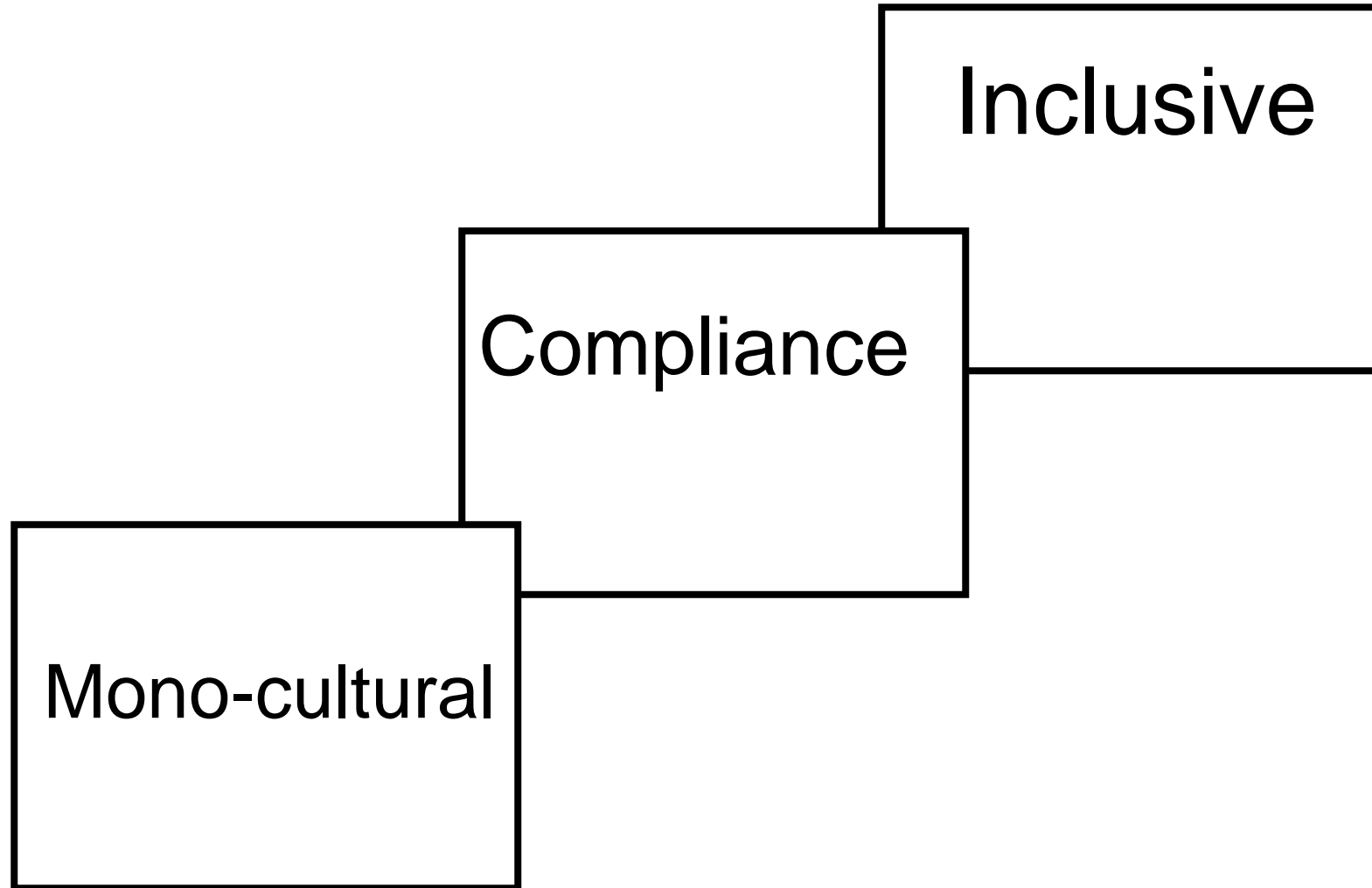
I am a product of my culture, upbringing, environment, and experiences, and I am who I am. I do not have to feel guilty about what I believe, but I do take responsibility for:

- Accepting as much new information and knowledge as I can.
- Challenging myself to examine my assumptions and beliefs.
- Granting permission to the other members of the group to struggle with these issues and to be open and honest about their feelings.
- Agreeing to respect the confidentiality of all the personal information shared in the group.

Definition of Key Terms



3 Types of Organizations



Bias and Assumption:

Term	Definition
Bias	Prejudice in favor or against a person or group compared with another person or group.
Assumption	Believing that something is true without investigation or proof.

Stereotypes

- Generalized beliefs about a particular group of people.
- It is an expectation that people might have about every person in that group.





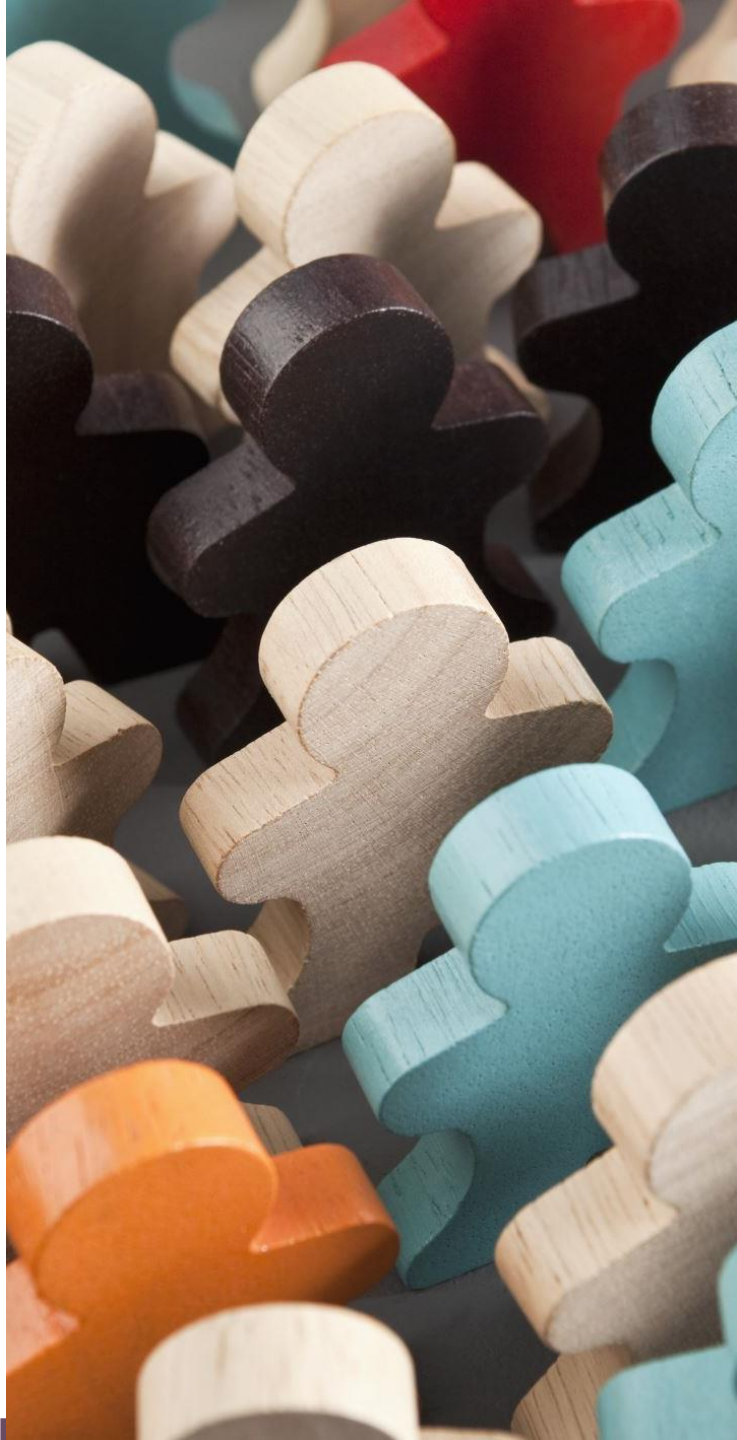
Discussion

Where and how did you learn biases, assumptions and stereotypes?



Cultural Competence

The ability to substantially understand, communicate and interact effectively with people of different cultures.



Cultural Humility

A life-long process in which one first learns to increase self-awareness of their own biases, assumptions and stereotypes and the ability to challenge their own beliefs when they interact with others.

Cultural humility involves the ability to acknowledge gaps in one's own knowledge of various cultures and an openness to new ideas and contradictory information.

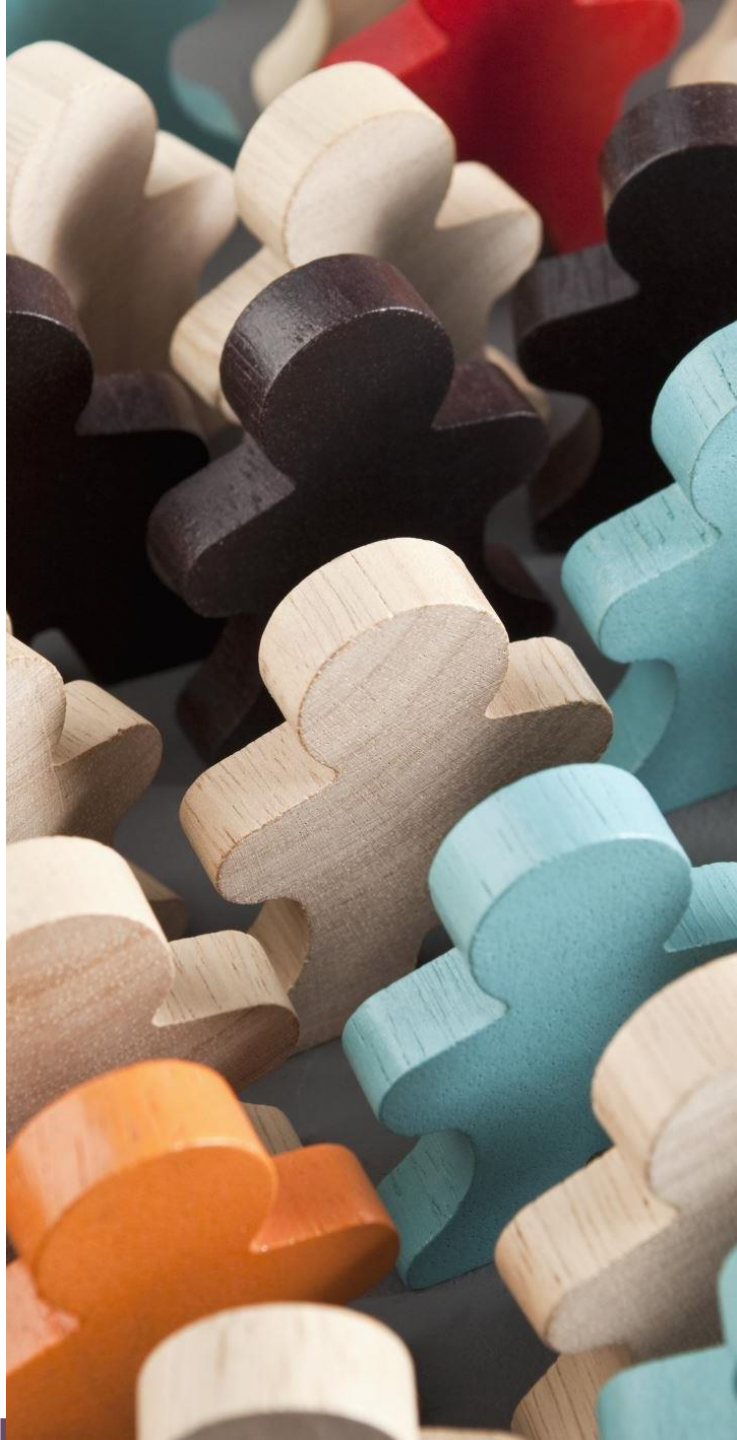


Cultural Humility:

Cultural humility in action involves acknowledging not knowing everything about one's own or other cultures and the continuous process of learning more.

When interacting with people from various cultures, cultural humility in action involves suspending judgments and reaching conclusions based upon what you think you know.

Cultural humility is an ongoing journey, not a destination.



Diversity Definition

The differences that make all of us unique.

Discussion:

1. Visible differences?
2. Invisible differences?

Repulsion to Appreciation Scale

1. Repulsion

To you, these individuals are different in ways that are not normal. You believe they do not belong in your workplace and you do not want them on the coalition. Working or coming in contact with them causes you a lot of discomfort.



Repulsion to Appreciation Scale

2. Avoidance

These individuals are different in ways that make you feel uncomfortable. You try to avoid them at work and coalition meetings.



Repulsion to Appreciation Scale:



3. **Tolerance**

You don't appreciate their differences but you can work with them. You don't feel completely comfortable with them, but you believe they have a right to be treated respectfully. If you had your choice, however, you would not have them as co-workers or coalition members.

Repulsion to Appreciation Scale: Acceptance



4. **Acceptance**

This rating indicates that their differences don't really matter to you. You are comfortable around them and value them as a coworker or coalition member. You listen to them and work well together.

Repulsion to Appreciation Scale: Appreciation



5. **Appreciation**

This rating means that you see their differences as positives. You consider them to be smart, talented, funny, or to possess traits, skills, or attitudes you admire. In the workplace and coalition, you enjoy being around them. In fact, you choose to be around them.

It is important for prevention organizations and coalitions to pay attention to:

1. Balance and comfort
2. Cultural boundary violations and the impact of micro-aggressions

Cultural Boundaries and Cultural Boundary Violations

Cultural Boundary – Spoken or unspoken rules established by a cultural group that define what is appropriate behavior for outsiders when interacting with the group. The purpose of the boundary is to protect the group from outside harm.



Cultural Boundaries and Violations:

Cultural Boundary Violation – Behavior by an “outsider” that is offensive to a cultural group because the behavior invades the cultural boundary defined by the group. Some of the behavior may be acceptable if done by a member of one’s own group.



Microaggressions

Direct and indirect (conscious or unconscious) insults, slights and discriminatory messages. There are two types of microaggressions, micro-insults and micro-invalidations.

Types of Microaggressions Experienced by Members of **Majority** Groups

1. Assumption that I am a racist.
2. Assumption that I discriminate.
3. Assumption of wealth.
4. Assumption that I did not earn what I have.
5. Assumption of conservatism.

Types of Microaggressions Experienced by Members of **Minority** Groups

1. Assumption of intellectual inferiority.
2. Assumption of second-class citizenship.
3. Assumption of criminality.
4. Assumption of inferiority.
5. Assumption of homogeneity of experiences, beliefs and interpretations.

Cases

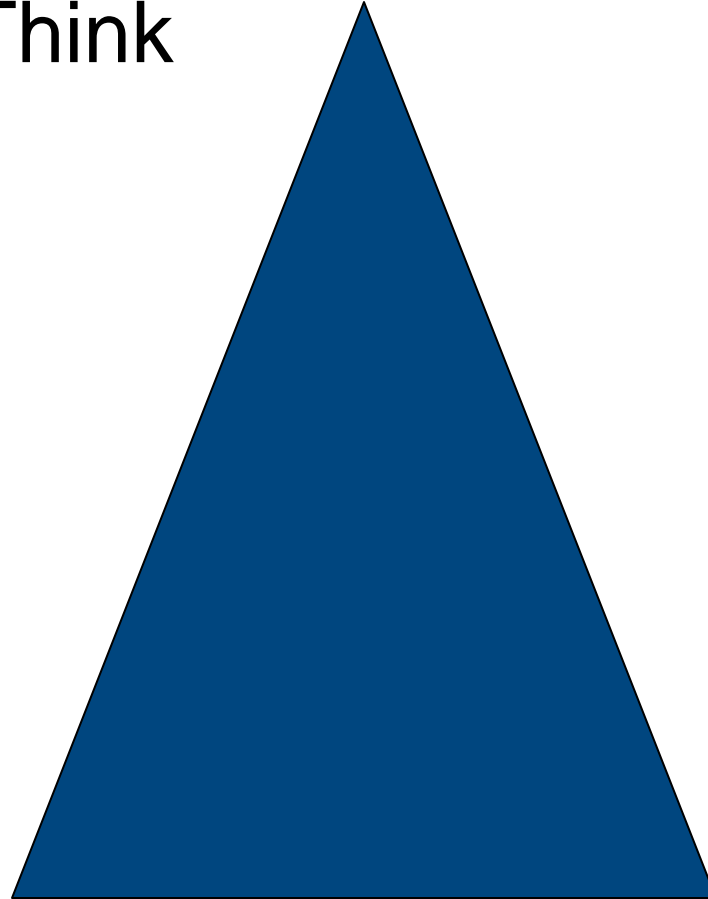
1. A school counselor is in a meeting with an Asian mother of a ten-year old son to discuss prevention activities offered by the school. The mother is wearing hospital scrubs as she is on her way to work following the meeting. The counselor states at the beginning of the meeting, “Oh, are you a nurse?” The mother replies, “No I’m a surgeon!” The mother looks uncomfortable and is bothered by the question. If you were the counselor, how would you repair this situation? Then what would you do next?

Addressing insults and micro-aggressions by engaging in effective dialogue.



CBT
Event

Think



Feel

Behave

Clever Story

A story that you tell yourself when you have experienced a boundary violation or an insult, which allows you to not take action as a change agent.

The story lets you off the hook and justifies you not taking action.

3 Types of Clever Stories

Type	Justification
Victim Story	“I am completely innocent and I am therefore devoid of responsibility, and you are completely guilty.”
Villain Story	With this story you turn your co-worker into a total villain, assuming the worst intent. This allows you to justify giving him or her the silent treatment, rudeness, or the cold shoulder.
Helpless Story	With this story you tell yourself that there is nothing you can do to address the situation, and therefore you say and do nothing.

Helpful Story

The ***opposite*** of a clever story.
You are more likely to give the other person the benefit of the doubt.

You are less likely to assume the worst & avoid mind reading.

And more likely to take action as a diversity change agent by engaging in effective dialogue.



7 Steps to Effective Dialogue

#	Action
1.	Sincere appreciation
2.	Share your facts
3.	Share your story
4.	Ask for the other's viewpoint
5.	Be open to changing your stance
6.	Try not to speak in absolute terms
7.	Share what you want and find out what the other person wants.

Tips for Dialogue

- If you attempted to be silent or sit in “justified rage” ask yourself, “**What do I really want for myself?**” “What do I really want for the other person?” “How would I behave if I really want these results?”
- People are less likely to become defensive because of what we are saying. **They become defensive when they do not feel safe.** That is why it is often helpful to start with facts rather than a creative story.
- People tend to become less defensive when they sense that ***you are coming from a caring place.***

Case 1

Shirley and Dave are co-workers. They developed a presentation for staff. Their plan was that each would deliver half of the presentation. During the presentation, Dave spoke first and delivered 95 percent of the material and quickly responded to most of the audience's questions. Shirley was angered by this and has not spoken to Dave since the presentation. What are some things she might be saying to herself?



Group A

Dave has noticed that Shirley has not spoken to him since the presentation. He has decided that he wants to open the lines of communication.

Using the 7 steps to effective dialogue on the previous page, write a paragraph describing the words that Dave would say to Shirley covering Steps 1, 2, 3, and 4.



Group B

Shirley decides that she will talk to Dave about her experience during their presentation together.

Using the 7 steps to effective dialogue on the previous page, write a paragraph describing the words that Shirley would say to Dave covering Steps 1, 2, 3, and 4.

3 Characteristics of an Inclusive Organization

1. Hiring and promotions are based only on skills, talent, and ability.
2. There is no glass ceiling.
3. Differences are highly valued.



What else is needed besides training?



Strategies to Assure:

that a diverse workforce is hired

that a diverse workforce is retained

fairness in employee discipline

that supervisors are effective in managing a diverse workforce

that promotions are based on skills, talents, and abilities

And:

Commitment and time

Connections

- Family background
- The place where you grew up
- The things you value most
- The kinds of books you read
- The music you like
- The kinds of vacations you like
- Types of movies you like
- Favorite holidays
- Most interesting life experience
- Feelings about education

PTTC

Presents

Creating a Successful Diversity, Equity and Inclusion Committee

Presenter

Mark Sanders, LCSW, CADAC



Creating a Successful DEI Committee

- Start with two people
- Get support from leadership to be in support of the DEI committee's work
- Send invitations to members of the entire organization to join the committee
- Establish leadership
- Create safety (agreements, how the committee will deal with micro-aggressions, and cultural boundary violations which can occur within the committee)
- The DEI Committee does its own work around DEI issues. As the committee becomes more comfortable doing their own work, this will help them lead the organization's DEI initiative more effectively.

DEI Committee Does Its Own Work

“Be the change you want to see in the world.”
Gandhi

- Articles/discussion
- Videos/discussion
- Movies/discussion
- Speakers/discussion
- Implicit bias
- DEI group discussions

DEI Group Discussion

1. What is your ethnicity (ies) and what has it meant for you to be a member of your cultural group?
2. As a member of your ethnic or cultural group, what are you most proud of?
3. When you were growing up, how did members of your community view members of other ethnic groups that did not reside in the community? (admiration, fear, hate, etc.)
4. Where and how did you learn biases, assumptions and stereotypes?
5. Throughout your life, have you experienced power or lack of power in relation to:
 - Your ethnic or cultural identity?
 - Gender?
 - Sexual orientation?
 - Work identity?
 - Other identities?
6. What is a gift, skill or talent that you bring to the DEI Committee?

Creating a Successful DEI Committee Continued

- Establish committee goals, mission and vision
- Have fun
- Establish sub-committees and select leadership for the sub-committees

Examples of Sub-committees

- Recruitment – strategies to recruit a diverse workforce or coalition
- Hiring
- Retention
- Promotion
- The prevention model model (s) – Does the model address the needs of a diverse client base?
- DEI Education and Inclusion Events
- Mentoring and leadership

Creating a Successful DEI Committee Continued

- Evaluation – How are we doing?
- Celebrations

What Actions Will You Take Following the Training?

1.

2.

