

SERVE WASHINGTON
AmeriCorps Subgrantees' Meeting

Managing Across Difference

Handouts for Workshop

Facilitated by
Ginlin Woo and Jeff Birdsall
ginlinx@gmail.com
birdsallconsulting@gmail.com

Multicultural Competencies for Non-Profit Administrators

Directions ~ Read each item and:

- a. **Check---off** which competencies are an explicit part of your unit's hiring, training/development, and accountability processes.
- b. **Star (*)** any additional competencies you believe are necessary for staff in your unit to possess/demonstrate as they intentionally create an inclusive organizational environment for all clients, students, volunteers and staff.

A. Knowledge about:

1. Current organization, division, and unit mission, vision, values, strategic plans, protocols, policies, etc., related to diversity, equity, and inclusion (DEI)
2. The patterns of socialization and common life experiences of members of various dominant and subordinated groups across different cultures
3. The history of various forms of oppression
4. Current structures and dynamics that occur in society and on campus that undermine institutional goals of access, persistence, retention, and success/graduation
5. Potential cultural differences and preferred styles for communication, learning, supervision, feedback, conflict resolution, etc., based on group memberships by race, gender identity, age, sexuality, disabled status, national origin, culture, ethnicity, etc.
6. Common attitudes, perceptions, behaviors, and biases of members of dominant groups that perpetuate the status quo (internalized dominance)
7. Common attitudes, perceptions, behaviors, and biases of subordinated groups that perpetuate the status quo (internalized oppression)
8. Common daily experiences, micro---aggressions and exclusionary actions/comments that members of various subordinated groups experience on campus and in society
9. Common examples of privilege that members of dominant groups experience in your organization and in society
10. Examples of attitudes and behaviors that create an inclusive environment that supports the success of all clients, students and staff

11. Examples of practices, policies, procedures, programs, and services that effectively serve the needs of the increasingly diverse client, student, volunteer and staff population
12. Ways to effectively facilitate change and create greater inclusion at the individual level, interpersonal level, team and department level
13. Campus and community resources that promote diversity, equity, and inclusion and how to make effective referrals
14. The impact of the intersectionality of multiple dominant and subordinated group memberships in the lives of clients, students, volunteers and staff
15. Ways to design and offer programs and services that support clients and staff who experience the organization through the intersections of their multiple group identities (i.e., LBGTO people of color; international students with disabilities; students in the U.S. on a visa who are in the process of transitioning their gender identity; etc.)
16. Current theories/models of Social Identity Development for several categories of diversity
17. Current theories and models for student and adult learning and development, and the ability to use and critique them with an Inclusion Lens

B. Awareness about:

1. Your intentions and core values about diversity, equity, and inclusion
2. Your group memberships in the full breadth of categories of diversity
3. How your socialization and life experiences have influenced your values, goals, beliefs, attitudes, perceptions, etc.
4. Group memberships where you are in the one--down/subordinated group; and examples of how you and others get seen and treated as a member of these groups
5. Group memberships where you are in the one--up/dominant group; and examples of privilege you and others receive from these group memberships; as well as how you and others get seen and treated as a member of these groups
6. The biases, prejudice and stereotypes you still carry from socialization experiences about various dominant and subordinated groups
7. How your beliefs about what is "effective" or "professional" have been influenced by your socialization and life experiences in your multiple dominant and subordinated group

memberships (i.e., verbal and written communication styles, leadership, dress code, conflict style, leadership style, training, advising, etc.)

8. Your level of multicultural competence -- strengths as well as areas needing improvement
9. The impact of your behavior and comments on others given your intersecting dominant and subordinated group memberships
10. How you have been impacted by both internalized dominance and internalized oppression
11. Your common triggers/hot buttons and how you may react unproductively during triggering events
12. The intrapersonal roots of your common triggers that fuel unproductive reactions

C. Skills to:

1. Consistently treat everyone with respect, fairness, and dignity
2. Communicate your commitment to the vision and values of the organization, division and unit with respect to diversity, equity and inclusion
3. Communicate effectively across differences and with members of a diverse team
4. Develop effective working relationships and partnerships within and across differences
5. Facilitate effective discussions and authentic dialogue among members of a diverse team
6. Notice group dynamics with an Inclusion Lens
7. Recognize and effectively respond to exclusionary comments, actions, practices, and policies
8. Engage in productive dialogues about dynamics of inclusion and exclusion within and across group memberships
9. Create an inclusive work environment across the breadth of differences that promotes the success of all students and staff
10. Develop, implement, and continually improve programs, services, practices, procedures and policies that meet the needs of the increasingly diverse client and staff population
11. Effectively utilize the organizational protocols and processes to respond to reports of hate crimes, harassment, workplace violence, etc.

12. Self--reflect to examine your behaviors, intentions, assumptions, attitudes, biases, emotions, etc.
13. Recognize when your biases and assumptions have influenced your actions in the moment
14. Interrupt and reframe your biases and assumptions about various dominant and subordinated groups in the moment
15. Recognize the impact your comments and behaviors have across and within group memberships in the moment
16. Respond effectively after you make an inappropriate, prejudicial, and/or exclusionary comment or action
17. Solicit input and change your behavior based on feedback from others about the effectiveness of your actions with respect to diversity, equity and inclusion
18. Give feedback, using an Inclusion Lens, to others about the impact of their comments, behaviors, programs, services, unwritten norms, etc.
19. Seek and utilize input from members of various dominant and subordinated groups in planning and decision---making processes
20. Develop effective partnerships with staff across the organization and within the division to continually improve services and programs to meet the needs of the full breadth of clients, students, volunteers and staff connected to the organization
21. Anticipate and discuss the probable differential impact of proposed decisions, policies, practices, services, etc., across group memberships
22. Provide effective advising, coaching, and mentoring within and across differences
23. Design and implement culturally relevant programs, workshops, and services
24. Provide effective supervision within and across differences
25. Effectively describe the exclusionary comments and behaviors you observe or experience
26. Navigate conflict and misunderstanding on a diverse team, within and across differences
27. Navigate strong emotions and triggering events: when you and/or others feel triggered
28. Recognize the unintended impact of comments, actions, media/publications, programs, policies, etc., across and within group memberships

29. Facilitate dialogue when there is a mismatch between the intent and the impact of someone's behavior, a policy, a decision, etc.
30. "Relate in" and "see yourself in others," instead of judging those who make exclusionary comments and behaviors
31. Effectively use self-disclosure from your multiple dominant and subordinated group memberships to create greater connection, understanding, and learning
32. Coach and train clients, students, volunteers and staff to deepen and broaden their multicultural competencies

D. Infuse Diversity, Equity, and Inclusion into daily work practices and activities

33. Track current utilization of programs and services within your area by group membership
34. Continually gather data about the impact, perceptions, and experiences of the programs, services, climate, etc., of your area by group membership
35. Use these data to continually evaluate and revise current programs, services, practices, procedures, facilities, etc., to ensure inclusion for the full breadth of students or clients you serve and the staff in your area
36. Create process maps of current programs, services, policies, procedures, norms, unwritten rules, etc., to identify where they currently create inclusion as well as areas needing greater equity
37. Identify the discretionary points where unintended bias could result in differential treatment and experiences in planning and decision-making processes, hiring and development practices, programs and services, policies, procedures, etc.
38. Continually research national trends and promising practices from peer institutions and other campus departments

Adapted from work Developed by Kathy Obear, Alliance for Change Consulting, 2011