



Creating a Culture for Courageous Conversations

Carmine Stewart, Ph.D
President and CEO of Aspire Consulting and Educational Service (ACES)

Introduction Activity: What's In a Name?

Take two minutes to Introduce yourself in the chat in a “cultural manner.” Share your name, and any cultural or personal significance to it or any meaning to it.



Agenda

1. Why Courageous Conversations?
2. Creating an Understanding of DEI
3. Microaggressions, Microassaults, and Microinsults and their Impacts on Learners and Instruction
4. Checking Ourselves
5. Creating a Culture for Courageous Conversations
6. Steps for Having Courageous Conversations
7. Practice Makes Courageous Conversations



PART ONE: WHY COURAGEOUS CONVERSATIONS?



Scenario 1: Training Woes

Person1: Your team is engaging in some training around diversity, equity and inclusion. One member of your team would clearly rather be elsewhere. They interrupt the trainer. They make inappropriate remarks. They don't return from breaks on time. Their behavior is distracting.

The have commented that they don't feel that racism is a problem in your organization, and feel your company's efforts are just a rubber stamp because everyone is doing it.



Scenario 1: Training Woes

Response Options:

- 1) Mind my business/ say nothing
- 2) Speak to leadership and ask them to intervene
- 3) Speak privately to the disruptive coworker
- 4) Confront the coworker publicly- he is getting on my nerves



Why Courageous Conversations

- Changing World
- Benefits of Having Courageous Conversations
- Risks of Not Having Courageous Conversations



PART TWO: UNDERSTANDING DEI



What is Diversity, Equity, and Inclusion (DEI)?



George Floyd mural Mauerpark Berlin 2020-05-30 08.jpg



What DEI is NOT



...intentionally working to include an array of diverse perspectives to build programs and services that better serve a broader spectrum of the population



Guilt and Blame

Guilt and blame are not useful or constructive

Blaming and guilt don't change inequity-action does

Acknowledge the ways in which you benefit from the system, and the ways that others are denied access

We are either working to dismantle these systems, or we are supporting them




Identity= Social Group Representation

Activity: Who are you?

What social identity do you
feel is most representative of
who you are?



Bias= Automatic Assumptions



AP Associated Press AP - Tue Aug 30, 11:31 AM ET


A young man walks through chest deep flood water after **looting** a grocery store in New Orleans on Tuesday, Aug. 30, 2005. Flood waters continue to rise in New Orleans after Hurricane Katrina did extensive damage when it

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Two residents wade through chest-deep water after **finding** bread and soda from a local grocery store after Hurricane Katrina came through the area in New Orleans, Louisiana. (AFP/Getty Images/Chris Graythen)

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Prejudice = Drawing Conclusions Based on Assumptions

Discussion: What does this look like in our workplaces?
What does it look like when directed at students?



Discrimination = Acting on Prejudice or Assumptions

Discussion: What
discrimination have you
experienced?



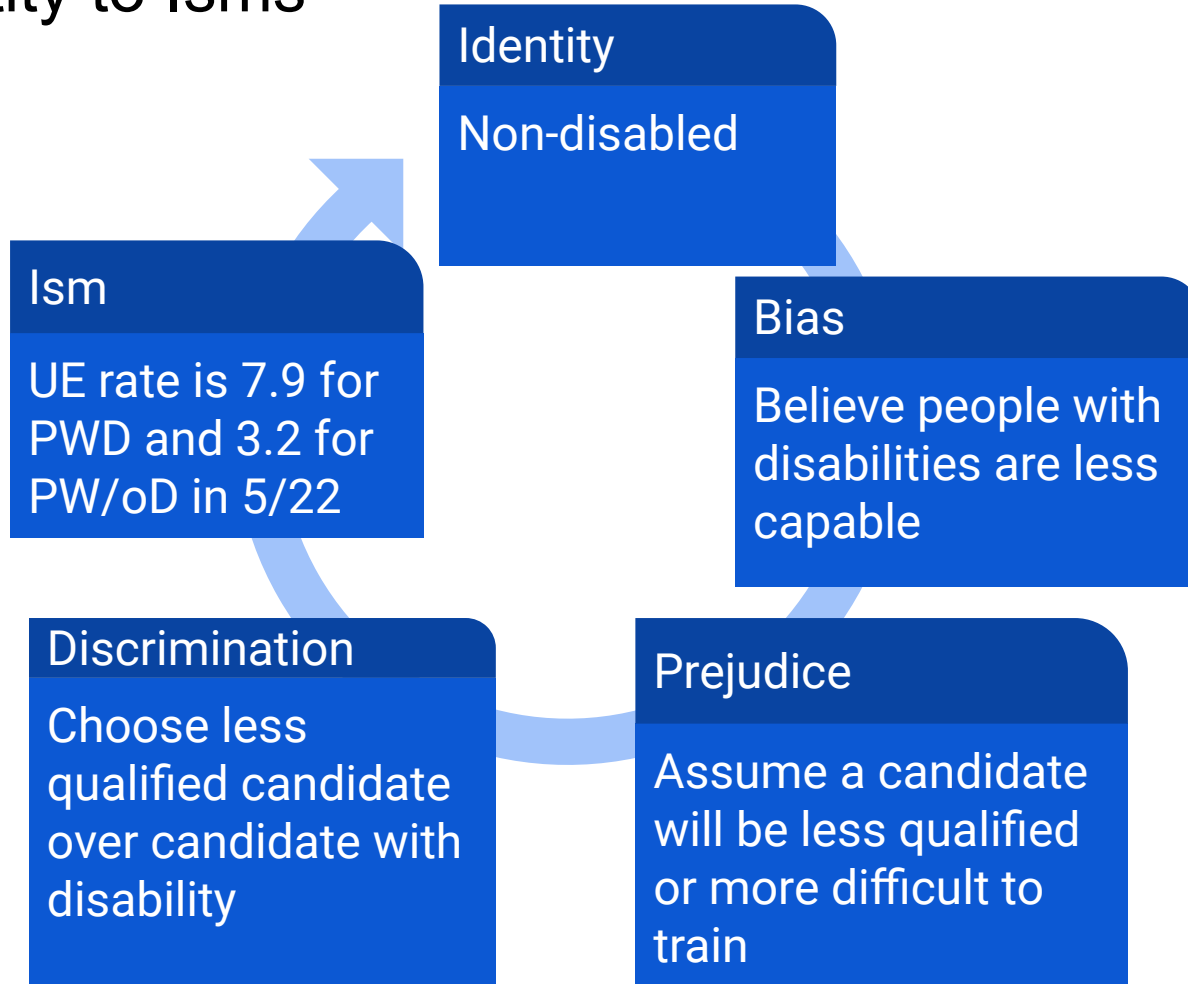
Isms= Discrimination + Power

Creative Writing Prompt “Coming out as straight”

<https://youtu.be/f55N3O4PPMc?si=0sjXeMSLiWmVjROt>



From Identity to Isms



Bias and Internalized Oppression: 2-way street

The Doll Study- Short Video

<https://youtu.be/DYCz1ppTjiM>



Unpacking Part Two



PART THREE: MICROAGGRESSIONS, MICROINSULTS, AND MICROASSAULTS



3 Types of Microaggressions

Type	Description	Examples
Microassault	Meant to cause harm; conscious	Referring to someone as “colored” or “Oriental,” using racial epithets, deliberately serving a White patron before someone of color, and displaying a swastika are examples.
Microinsult	Subtext causes harm, although harm isn’t the intent; perpetrator may be unaware	“How did <i>you</i> get your job?” Failing to call on female students in math or science Calling on Asian students for all math
Microinvalidation	excluding, negating, or nullifying the thoughts, feelings, or experiential reality of a person	I don’t see color, We are all human beings; don’t be so sensitive. Icebreaker “work on your tan.”



PART FOUR: CHECKING YOURSELF



Introspection, Reflection, Action



PART FIVE: CREATING A CULTURE FOR COURAGEOUS CONVERSATIONS



Critical Social Justice Literacy:

Principles of critical theoretical approach/key understandings

1. Social groups are valued unequally in society
2. Social groups that are valued more highly have greater access to the resources of a society
3. Social injustice is real today- unequal access
4. Social justice work requires self-reflection about our own “positionality” and we must act to challenge social injustice
5. This action is an ongoing and lifelong process

Must dos for Critical Social Justice Practitioners

1. Recognize that relations of unequal social power are constantly being enacted at both the micro (individual) and macro (structural) levels
2. Understand our own positions within these relations of unequal power (i.e. biracial sister in law helping Black sister in law confront racism in the grocery store.)
3. Think critically about knowledge; what we know and how we know it
4. Act on all of the above in service of a more socially just society.



Guidelines for Social Justice Conversations

1. Strive for intellectual humility
2. Distinguish between opinion and informed knowledge
3. Look at broader societal patterns, theory, and knowledge; not exceptions
4. Reactions - - > Deeper self-knowledge
5. Recognize how your social position informs your reaction



ACTIVITY: WHERE DO YOU STAND?





STEPS FOR HAVING A COURAGEOUS CONVERSATION



Steps for Having a Courageous Conversation

1. Select the right time
2. Be specific and open about your objective
3. Consider the other person's perspective
4. Focus on observable behavior
5. Focus on impact (avoid being derailed by intent)



Steps for Having a Courageous Conversation

6. Ask a question: How did you perceive that interaction?
7. Listen to learn and understand; goal is to both budge a little
8. Set clear, actionable steps forward
9. Set a time for a follow-up conversation



PART SEVEN: PRACTICE MAKES PALATABLE



Using Privilege to Facilitate Conversations

Dr. Joy DeGruy

https://youtu.be/2S2lQlUtIIM?si=a-XuLhU-Zmb_dbht



Scenario 2: Fixed Mindset

Person1: You have gender non-conforming co workers and students who are in various stages of transitioning, and your colleague ignores using the appropriate personal pronouns, and preferred names for people in your program.

Person 2: In your mind, they is a plural pronoun. You're sixty, and believe "it's hard to teach an old dog new tricks." You don't see the big deal about pronouns anyway.



Scenario 3: Affinity Bias

Person 1: You are looking to hire someone new to your team. You have been working to diversify your staff. One particular staff member only has negative things to say about any candidates of color who are more than qualified to do the work.

Person 2: You have friends who are Black and Hispanic so you are not at all racist, but you don't see any of the HR candidates as being a good fit.



Scenario 4: What Did He Just Say?

Person 1: You work with two coworkers who are friends outside of work. One coworker frequently makes off-color comments and offensive jokes. Your second coworker laughs, but does not address the comments. She says “that’s just who he is,” but you would like her to intervene

Person 2: You have a friend and coworker who sometimes makes inappropriate comments. You feel your other coworkers must know that he is joking so it’s no big deal.



Scenario 5: Condescending Coworker

Person 1: Your coworkers have complained that they feel another coworker speaks down to them; they feel there are racial undertones. You observe and notice that she gives orders rather than making requests. You notice the staff members don't appear to appreciate the interactions. You want to bring the behavior to the coworker's attention.

Person 2: You feel responsible for your program location, so sometimes you provide direction to the state staff even though you don't supervise them.



Scenario 6: What Did He Just Say?

Person 1: Your coworker has expressed concerns over something that happened at work and has been trying to convince your leadership that the staff needs DEI training. You notice that other coworkers tend to dismiss or minimize the experiences of this coworker.

Person 2: You have a coworker who has shared some concerns, but you feel like race isn't a problem at work. You think she is just overly sensitive about this whole race thing.



Join the LINCS Discussion Group

The screenshot shows the LINCS Community website homepage. At the top, there is a navigation bar with the LINCS logo and the text "COMMUNITY FOR ADULT EDUCATORS". A navigation menu includes "Community", "My LINCS", "Groups", "Events", "About", "Help", and "Search". A "LOG IN" button is also present. A light blue banner at the top right contains a message: "Welcome to the LINCS Community of Practice website. If you haven't logged in recently you might need to [reset your password](#). Please see our [password reset guide](#) for assistance." Below the navigation bar, the main heading reads "Welcome to the LINCS Community!". A sub-heading says "Home » Welcome to the LINCS Community!". The main text states: "Join a thriving community of adult education instructors, program managers, and professional developers to discuss important topics in the field of adult education, problem-solve, and share knowledge and resources." Below this text is a photograph of five people sitting around a table, engaged in a discussion. Underneath the photo, it says: "LINCS Community groups are moderated by adult education experts who facilitate asynchronous discussions, host virtual events, and direct members to high quality, evidence-based resources and information. [Learn more about the Community](#)". A blue button labeled "LOG IN / CREATE AN ACCOUNT" is positioned below the text. On the right side of the page, there are two sections: "ANNOUNCEMENTS" and "UPCOMING EVENTS". The "ANNOUNCEMENTS" section lists three items: "Registration for SIA Virtual EL Training Institutes" (Posted Feb 15, 2023 - 8:45am), "Advance IET Information Session - February 22, 2023" (Posted Feb 14, 2023 - 3:59pm), and "LINCS Community Events for the Weeks of 02/13/2023 and 02/..." (Posted Feb 13, 2023 - 2:33pm). Below this is a blue button labeled "ALL ANNOUNCEMENTS". The "UPCOMING EVENTS" section lists two items: "Live Zoom Event: Career Pathways & Digital Badging: A..." (Starts: Feb 17, 2023 - 12:00pm) and "Postsecondary Transitions Promising Practices Virtual...". At the bottom of the page, there is a Windows taskbar showing the time as 9:17 AM on 2/17/2023.



Thank you for coming! Let's Connect



Facebook: Aspire Consulting and Educational Services

Linked In: Carmine Stewart, PhD

[linkedin.com/in/carmine-stewart-626a63261](https://www.linkedin.com/in/carmine-stewart-626a63261)

Twitter: @DrCStewart

Twitter: @AspireCES

