

## MODULE 2: INCLUSIVENESS TRAINING



### What Is Inclusiveness Training?

Inclusiveness training is a process by which individuals, work groups, and/or whole organizations develop an enhanced awareness and understanding of cultural dynamics that affect individuals, workplaces, and whole societies. Training can help participants learn more about historical inequities related to race and ethnicity, explore how culture interacts with the work of nonprofit organizations, and help organizations to be open to and encourage fuller participation of people of color at all levels of the organization. Inclusiveness training is a critical element of any inclusiveness initiative.

There are many different types of approaches to inclusiveness training and many names for inclusiveness training programs, such as “inclusiveness training,” “cultural competence training,” “cultural awareness training,” and “anti-racism or anti-oppression training.” This module reviews these approaches in the section, “Explanation of Different Training Approaches.”

### Relationship to the Inclusiveness Blueprint

Creating a more inclusive organization is most successful when both of the following occur:

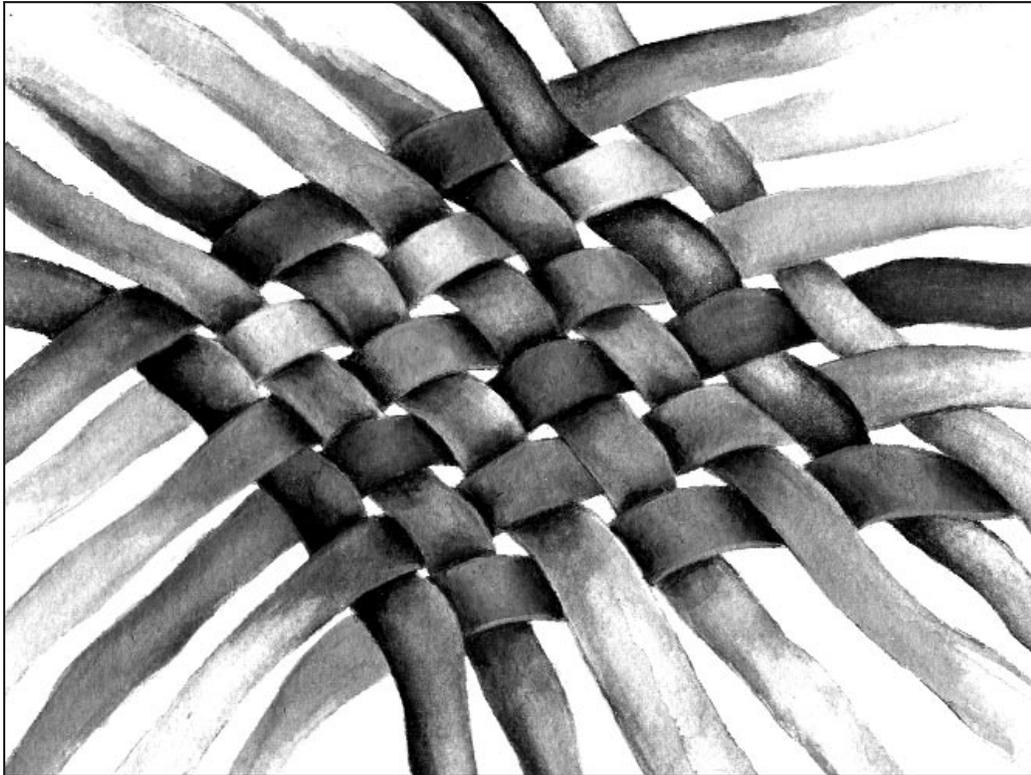
1. **Individuals** within the organization develop a greater awareness and understanding of cultural and power dynamics and how they affect individuals, workplaces, and societies.
2. **Organizations** transform their work and workplace in order to better respond to the assets and needs of communities of color.

The best mechanism for accomplishing the first goal is inclusiveness training. The best mechanism for accomplishing the second goal is creating and implementing an inclusiveness blueprint.

This workbook is primarily focused on how to create an inclusiveness blueprint. An inclusiveness blueprint is a plan that outlines your priorities and action steps for becoming more inclusive, and it is similar to a detailed strategic plan. (See *Modules 8 and 17* for further description of an inclusiveness blueprint.) However, in order to achieve greater understanding and awareness, every organization should also develop an inclusiveness training approach that fits its needs. This module will help you develop an approach that suits your organization.



*Inclusiveness training and the inclusiveness blueprint interact and are woven together to create a more successful inclusiveness initiative.*



Inclusiveness  
Training →

↑  
Inclusiveness Blueprint

*Art created by Deborah Howard*



## Who Should Participate in Training Programs

As your inclusiveness initiative develops so will the level of involvement of various stakeholder groups. Many variables influence the decision about whom to involve in the training process and at what point. There is no right or wrong decision to make because every organization has different factors to consider and the roles of different stakeholders vary from organization to organization.

- In general, though, usually the staff and the board of directors will participate in inclusiveness training either together, separately, or both.

### *Training for Staff Only*

There are many advantages to holding training sessions only for staff:

- Because staff usually spend 40+ hours a week with their organizations, their organizational awareness around issues of inclusiveness tends to happen more quickly and intensely than that of board members, who typically focus on such issues intermittently.
- Organizations have more control over staff schedules. So, if the leadership of the organization deems inclusiveness training to be a priority, it is. The same cannot be said of board members. Hence, staff are usually available to attend more training sessions than Board members.
- Since staff focus on the day-to-day implementation of an organization's work while the board usually focuses on governance and policy, allowing staff to go through training with other staff members may give them the space to think about inclusiveness issues in a way that is relevant to their ongoing work.
- In some organizations, staff members defer to board members and are unwilling to say things that may be considered "risky." Holding staff-only trainings minimizes the likelihood of having staff members censor themselves in front of board members.
- Staff members directly implement programs and policy, so their training needs to be designed with this focus in mind.

### *Training for Board Only*

There are also advantages to having inclusiveness training for board members only:

- In many organizations, board members commonly defer to staff members in discussions related to the organization because staff members naturally have more information and expertise about the organization. A board member-only training minimizes the likelihood of board members deferring to staff members.



- In most organizations, boards of directors have their own norms that can be disrupted by the introduction of non-board members. Given the limited time that most boards have for training, and the very personal nature of inclusiveness training, it may not be worthwhile to take the time necessary to establish new norms for a combined group.
- Group size may be a contributing factor. Smaller trainings have a more intimate quality to them and training outcomes are easier to achieve with smaller groups. If a board of a large organization is willing to go through inclusiveness training, their learning process may not be as successful if they work in a relatively large group with staff.
- Board members have a distinct organizational leadership role that training needs to address.

### *Training with Board and Staff Together*

There may be situations where a training of board and staff members together makes sense:

- Smaller organizations with limited diversity at the staff and/or board level may have more diversity if they work together, which will improve the training.
- Undergoing shared experiences with the staff and board members can help build relationships. This can be particularly useful if there is a need to address particular inclusiveness issues that require the leadership of the board as well as the staff.
- Joint training sessions can help fill gaps between staff and board members if one group is generally more diverse and/or more aware of inclusiveness issues. Sometimes the gulf between the two groups is significant and training can be a tool to bridge the gulf.
- Joint training sessions may also be useful once each group has undergone separate training.

When you talk to inclusiveness trainers about a possible plan for inclusiveness training, discuss the issue of who should be involved in the training and at what point. In all organizations, especially larger organizations, it is important that the leadership of the organization (include board and staff leadership) are invested and involved in the training early on. Staff with less authority often get frustrated if they undergo training only to find that the leadership of the organization has not yet engaged in the process and is not committed to making changes as a result. Similarly, since the Inclusiveness Committee is responsible for leading the inclusiveness initiative, it may make sense to do an initial training for the committee, especially if it includes all or most of the organization's key leaders.



## When to Do Inclusiveness Training

Inclusiveness training can be done:

- Before you complete the inclusiveness blueprint.
- While you're completing the inclusiveness blueprint.
- Before and while you're completing the inclusiveness blueprint.

### *Training Before Completing the Inclusiveness Blueprint*

There are some distinct advantages to doing inclusiveness training before engaging in the assessment process and completing an inclusiveness blueprint:

- Individuals who go through effective inclusiveness training will likely find that their understanding of the value of completing the information-gathering process and developing a blueprint will increase substantially. This is particularly true in organizations where people do not believe that an inclusiveness initiative has value and is worth the required time and energy.
- Effective inclusiveness training can provide a solid foundation for understanding the importance of inclusiveness in nonprofit organizations and increase everyone's willingness to engage in the process.

### *Training While Completing the Inclusiveness Blueprint*

Engaging in inclusiveness training while gathering information and developing an inclusiveness blueprint is ideal for organizations that have the resources to do it all at the same time.

- The learning that occurs during effective inclusiveness training can be very instructive for the information-gathering phase and the blueprint process and vice versa.
- As you get into these activities, you will most likely begin to see how individual awareness and understanding are facilitated by the information gathered, and how developing a blueprint is easier when people doing the work have greater personal understanding of inclusiveness.
- If the training is clearly tied to organizational issues that have been identified in the needs assessment, resistance by staff will be minimized.

### *Training Before and While Completing the Inclusiveness Blueprint*

Once an organization begins an inclusiveness training program, it may discover that the benefits of effective training are so great that it is worthwhile to do ongoing training. In fact, this could easily be an outcome from the inclusiveness initiative itself.

*“Just as a child is born without fear, so is it born without prejudice. Prejudice, like fear, is acquired.”*

*-Marie Kililea*



- This strategy combines the benefits of both of the options listed above.
- Be cautious, however, if you choose this approach because people may feel that the training is overzealous and takes too much time away from their regular work.

## Approaches to Inclusiveness Training

There is no single approach to inclusiveness training; in fact, the different training programs that exist are probably as plentiful as the number of trainers available for hire. Many trainers integrate multiple approaches into their training curriculum. Different trainers may use different terms for the types of training that they offer. Trying to find an inclusiveness training program that matches the needs and culture of any particular company or organization can be overwhelming. Despite this fact, *most* inclusiveness training approaches fall into three categories. The first two approaches, Intercultural/Valuing Differences and Anti-Racism, represent the majority of training programs. It is important to emphasize, however, that these training approaches are not mutually exclusive; there are excellent training programs available that integrate all of the approaches and more.

1. **Intercultural/Valuing Differences Approach:** This type of training is the most common approach to inclusiveness training in the workplace. It addresses individuals' cultural identities and relationships between cultural groups. It also stresses the importance of people within cultural groups learning to identify differences among cultural groups. Some trainers ask trainees to look at beliefs and behaviors of *specific* groups; others explore *general* tendencies of groups to be biased, prejudicial, and/or discriminatory toward other groups. In many cases, the focus is not only on identifying cultural differences but also on valuing those differences.<sup>1</sup>

The Spring Institute describes intercultural training this way: "Participants attending a cross-cultural training seminar will develop an increased awareness of cultural values and norms and their impact on the workplace; understand the impact of culture on companies, both in the U.S. and in other countries; [and] build skills to help meet the challenges of communicating across cultures and working in different cultural environments."<sup>2</sup>

2. **Anti-Racism:** This training approach examines racial oppression, white privilege, power, and social justice. It examines systemic forces that affect race relations and highlights the ways in which privileges for white people historically have been legitimized and perpetuated for centuries through laws, economics, and political and social institutions. It also stresses that white people have a responsibility to

learn about white privilege and to become allies in the fight against racism. In some cases, the approach has been modified to address multiple issues in addition to racism, such as sexism and homophobia. In this case, the training is usually referred to as Anti-Oppression or Social Justice training.<sup>3</sup>



The Colorado Progressive Coalition describes anti-racism work this way: “Anti-Racism work and confronting white privilege is not about diversity, nor is it about cultural sensitivity... To understand racism, we must first look at discrimination and have a comprehensive understanding of its impacts... Discrimination has been a part of this country’s institutions, founding documents, even the first actions more than 500 years ago when extermination and colonization of North America’s indigenous people and land began. Discrimination has seen many different phases in this nation.”<sup>4</sup>

**3. Prejudice Reduction:** This training approach is based on the notion that individuals need to be in touch with their own privilege and oppression and find ways to address the effects of injustice on their own, often prejudiced, perceptions of the world. The goal is to empower people to become agents of change by moving through their own guilt and the resulting prejudice and anger and to build alliances with others of different racial, ethnic, and other cultural backgrounds who are committed to doing the same.<sup>5</sup>

The National Coalition Building Institute writes the following: “Guilt is the glue that holds prejudice in place. When people feel bad about themselves they do not have the courage to make constructive changes. Similarly, blaming people for their prejudicial attitudes only increases defensiveness, making it harder for people to take an honest look at the negative attitudes that they have acquired.”<sup>6</sup>

*Note for Organizations Interested in Addressing Other Diverse Communities*

You should consider how you can involve your chosen focus areas in cultural competency or diversity training. Many inclusiveness or diversity trainers can include in their trainings different areas of prejudice beyond those related to race and ethnicity. For example, an organization that chooses the “Intercultural/ Valuing Differences” approach and is including disability in its initiative may wish to focus some training sessions on ways that stereotypes about people with mental and physical disabilities affect the organization’s work. An organization that chooses the “Anti-Racism” approach and is including gender in its initiative can incorporate sexism and the women’s movement into training sessions.



## Variables in Training Approaches

### *Individual, Group, and/or Systemic Level Focus*

In order to understand the complex array of training approaches available, the Aspen Institute Roundtable on Comprehensive Community Initiatives for Children and Families and Ilana Shapiro developed a comprehensive guide to various training programs for racial equity and inclusion.<sup>7</sup> The report identified that a major factor in the design of inclusiveness training approaches is the extent to which the training is intended to make changes at the following levels:

- Individual level (i.e., affecting attitudes and behaviors of individuals and relationships among individuals within an organization).
- Intergroup level (i.e., affecting attitudes, awareness and behavior among cultural groups within an organization).
- Systemic level (i.e., affecting attitudes, awareness and behavior among individuals and groups that will lead to systemic changes in power relationships within an organization and ultimately within society).

While the report recognizes that most inclusiveness training programs include attention to all three levels, most favor one level over the other. More often than not, training programs are designed to address the individual and sometimes the intergroup level. It is less often that training programs address the systemic level.<sup>8</sup>

Each of the three basic training approaches presented above places an emphasis on the individual, intergroup and/or system levels:

1. Intercultural/Valuing Differences – Most intercultural approaches start with *individuals* identifying their own cultural backgrounds and exploring their personal, cultural histories as a tool for better understanding how culture affects interpersonal relationships. If time allows, the intercultural approach will typically evolve into discussions about cultural identification and similarities and differences *among groups*. Some intercultural programs then progress into discussions about valuing cultural differences.
2. Anti-Racism – This type of training approach is designed to incorporate training at all three levels (individual, intergroup, and systemic). However, its ultimate purpose is to help people understand the *systemic* nature of racism. Though anti-racism trainings often start with individuals identifying their own cultural identity (similar to an intercultural/valuing differences approach), training will usually move quickly into understanding how cultural identities have been strongly influenced by historical and systemic factors (e.g., white male privilege was given institutional legitimacy in the U.S. Constitution which only allowed men who owned land to vote.) As training expert Patti DeRosa writes, “anti-racism holds that

the core culture and institutional structures must fundamentally change, while recognizing that changes in our personal attitudes are also essential.”<sup>9</sup>

3. Prejudice Reduction – This approach to inclusiveness training is very much embedded in the belief that change will occur only when *individuals* understand their own history and become committed agents of change with other, like-minded individuals.

### ***Focus on Similarities or Differences***

Another major factor within inclusiveness training approaches is the extent to which the approaches either focus on *similarities* or *differences* among groups and individuals.

1. Intercultural/Valuing Differences – This approach is not monolithic in how it approaches the question of whether to focus on similarities and/or differences. Some intercultural trainers emphasize *similarities* between cultures and downplay cultural differences. They tend to do so in much the same way that people who believe in the “American melting pot” emphasize that the most important aspect of identity in the U.S. is that all citizens are Americans and not “African Americans” or “Native Americans” and so on. Other trainers focus on cultural *differences as well as similarities*. Importantly, they emphasize that cultural differences are normal and, when managed effectively, can greatly enhance an organization’s workplace and productivity.
2. Anti-Racism – This approach is firmly grounded in a commitment to exploring *differences and similarities* between groups. Change will only be possible, according to an anti-racism approach, when people understand the historic and systemic factors, including colonization and oppression, which have contributed to different cultural experiences and identities. Similarities are also explored. Often, this training approach helps people examine how they are in some aspects members of an “in group” (and the privileges that go along with that) and in some aspects they are members of an “out group” (and the prejudice and discrimination that go with that). This kind of exploration helps people explore parallels, intersections, and distinctions among identities and experiences.
3. Prejudice Reduction – this approach tends to focus on *similarities* among individuals. It is based on the notion that people need to develop empathy for others and develop common ground with others.<sup>10</sup>



*“As surely as night follows day our country will fail in its democracy because of race prejudice unless we root it out. We cannot grow in strength and leadership for democracy so long as we carry deep in our being that fatal fault.”*

*-Pearl S. Buck*



## Benefits and Limitations of Training Approaches

The training approaches that have been described in this module all have their benefits and limitations. And importantly, they are approaches, not actual training programs. Different trainers will utilize different approaches when they develop training programs, depending on the needs of the organization. Many organizations find that training programs that incorporate multiple perspectives are most effective.

### *Intercultural / Valuing Differences Approach*

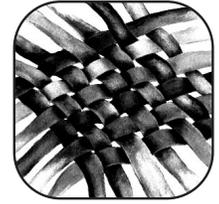
- In general, the intercultural approach serves as a good introduction to diversity and inclusiveness work. It provides people with a common language and common experience for understanding the role of culture in the workplace, and this can stimulate productivity and lessen rifts that arise from cultural differences.
- Organizations that do not have a great deal of diversity to begin with at the staff or board level might consider intercultural training.
- Similarly, organizations that have some diversity within the organization but that have only very limited shared experiences in addressing diversity and inclusiveness might also benefit from intercultural training.

### *Anti-Racism Approach*

- In general, anti-racism work is appropriate for organizations that already have a relatively deep commitment to shifting power dynamics within their organization and that believe such shifts will benefit their mission and programs.
- Because anti-racism work takes time to integrate into organizational culture, and because it can be difficult to implement, especially if there are key stakeholders who are resistant to changing power relationships internally, this approach generally should only be used by organizations that are willing to engage in a longer process.

### *Prejudice Reduction Approach*

- Prejudice reduction training is appropriate for organizations that are interested in deep, individual transformation. Individuals who go through successful prejudice reduction training will likely complete the training with a new sense of personal power.
- This approach is less effective for organizations that are looking to situate their work within a broader systemic context, since the model emphasizes individual relationships and transformation.



## Developing Training Goals

To reiterate, the three basic *training approaches* (Intercultural/Valuing Differences, Anti-Racism, and Prejudice Reduction) should not be confused with the *design of training programs*. Many effective training programs will incorporate multiple approaches. Designing a training program that uses training approaches that are appropriate for your organization will work best when the goals of training are clearly articulated. While there are many possible goals for inclusiveness training, you should begin designing your training program by answering the following questions:

1. Is the goal of the training program to facilitate better cultural awareness and manage cultural differences?  
*and/or*
2. Is the goal to create racial equity within the organization and ultimately within society?
3. Do you want training to focus on inclusiveness issues at the individual, intergroup, and/or systemic levels?
4. Do you seek short-term incremental change and/or long-term transformational change?

Once you have answered the questions above, you will have the basic information that an inclusiveness trainer will need to put together an effective training program that meets your organization's unique needs. Some trainings will utilize only one of the training approaches outlined in this module; others will incorporate multiple approaches; still others will likely present options not even addressed in this module. There is no one way to do effective inclusiveness training, but the more clarity you have about your training goals, the more likely you will be to find a trainer who is able to design an effective training program for your organization.

**Note:** For more information on training models, see the following resources:

1. Shapiro, Ilana, PhD, "Training for Racial Equity and Inclusion: A Guide to Selected Program," Project Change Anti-Racism Initiative and the Aspen Institute Roundtable on Comprehensive Community Initiative for Children and Families, 2002.
2. DeRosa, Patti, "Social Change or Status Quo? Approaches to Inclusiveness Training," Change Works Consulting, 2001.



## Selecting a Training Approach That Is Right for Your Organization

*Exercise 2-A: Selecting a Training Approach that Is Right for Your Organization* is designed to help you begin a dialogue about the type of training that you might want to do as part of your inclusiveness initiative. However, you should talk to a handful of inclusiveness trainers before you make any final decisions regarding the type of training that's best for your organization at this time. *Module 3* will guide your organization through the process of selecting a trainer or consultant.

Note that if some people on your Inclusiveness Committee would like to take a more ambitious approach than others, it may be best to start with a program that will gradually allow people who have less exposure to inclusiveness to engage in the work without being overwhelmed or alienated. Keep in mind that as your organization spends more time with its inclusiveness initiative, the capacity of the organization – and the individuals within it – to engage in more transformational training will likely evolve.

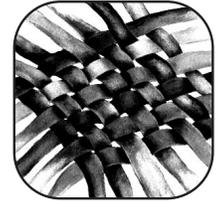
**Complete** *Exercise 2-A: Selecting a Training Approach that is Right for Your Organization.*

### Setting Training Expectations

As conversations among committee members will elicit, many people in your organization have probably already been through some form of diversity or inclusiveness training. You are also likely to find their experiences may not have been productive. This may be because the training program was held only once and did not have any follow-up discussions, or because the training program was not connected with action within the organization. The best thing to do in this situation is to prepare people for the present by setting clear expectations.

There are a number of basic things you can do to set expectations such as clarifying the training objectives before you get started, having agendas available, giving people materials in advance that are relevant to a training, and so on. More important than that, however, is ensuring understanding that inclusiveness training designed to increase understanding and awareness about race and ethnicity, by its very nature, will not necessarily be easy. Developing awareness and understanding is a process.

Given that training programs cause people to think about things in ways that are unfamiliar to them, it is likely that people will experience some discomfort in the process.



- For some, this discomfort will lead to anger and frustration.
- For others, it may cause passive-aggressive behavior.
- For still others, the discomfort can result in deep, quiet reflection that may be perceived as checking out of the process, which may not be the case at all.
- And some people, especially those who generally welcome change and those who are excited that conversations they've wanted to have for some time are finally occurring, may be energized by the discussions.

It is impossible, and unnecessary, to predict how different people will respond to the process. What is safe to say is that people will respond differently.

### **Forming/Storming/Norming/Performing**

Even though you may do everything possible to set up expectations for the training program, you should still expect changes in the dynamics of the organization as it goes through an inclusiveness training and, indeed, through the whole initiative. Again, this is perfectly normal. A well-known organizational change theory dictates that when organizations go through shifts in culture, it is common for them to undergo four basic stages of group dynamics:

1. Forming
2. Storming
3. Norming
4. Performing

Once an organization reaches the performing stage, it starts the process all over again when a new shift within the organization occurs. This is commonly referred to as the “Re-forming” stage.

You can expect to see some variation of these four stages during your inclusiveness training:

1. **Forming:** When groups are newly organized, a number of needs and questions occur. At this stage, group members have high expectations as well as anxiety about where they individually fit and about organizational parameters.
2. **Storming:** In this stage, group members rebel against each other and often against authority. In a training environment, the trainer may be perceived as the authority and thus anger is often directed at the trainer. Members may also express disappointment with a perceived lack of progress, among other things.



3. **Norming:** In this stage, dissatisfaction is replaced by harmony, trust, support, and respect. Group members are more open and willing to provide feedback. Groups often enter the “norming” stage and then fall back into the “storming” phase multiple times until most or all tension has been resolved.
4. **Performing:** This stage describes a highly productive group. Group members work collaboratively and interdependently, show confidence in accomplishing tasks, share leadership responsibilities, and perform substantive work.<sup>11</sup>

**It is important to remember that it is common for groups to find themselves in the storming stage.** This is not a sign that it is time to give up – it’s usually a sign that you are doing what you need to be doing, despite the fact that it is very uncomfortable. And remember, addressing the challenges that may come up during the storming stage is an important part of your journey to greater inclusiveness.

### **Training Format**

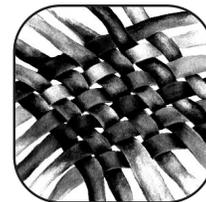
The training format you select will be influenced by who is being trained and the approach that you select. In this module, you will make a preliminary decision about a training format; you may wish to revisit your decision after you select a consultant, depending on your consultant’s recommendations. You may be surprised by the lack of uniformity in formats, but you will generally find versions of two formats:

- Ongoing Intermittent Training
- Extended Training

#### ***Ongoing Intermittent Training***

Many inclusiveness training programs are designed to provide small amounts of information in short training blocks, such as two- or three-hour training sessions.

- The advantage of this kind of training is that people are introduced to a subject and then have time to digest the information from the training before moving onto the next subject.
- Practically speaking, it often is the only choice as it accommodates most people’s schedules.
- The disadvantage of this kind of training is that it is less likely to address group dynamics or produce deep organizational change.



### *Extended Training*

The other common training format is a multi-day intensive training – usually a retreat – followed by small group work.

- The advantage of this kind of training is that there is ample time to delve into complex issues.
- The format also facilitates team building as people have time over meals and in the evenings to discuss the day's experiences and to get to know each other personally. This kind of informal learning can greatly facilitate personal growth and development and build stronger teams.

Generally speaking, Intercultural training approaches that facilitate incremental learning will use an intermittent and ongoing format. The more intensive training approaches such as Anti-Racism or Anti-Oppression training often occur in an extended training format. Again, it is best to get recommendations from inclusiveness trainers about the best format given the needs of your organization.

### **Who Does the Training and How Much Should It Cost?**

Depending on the resources your organization has, you can spend a lot of money hiring inclusiveness trainers or keep your training expenses to a minimum. Many diversity or inclusiveness trainers specialize in corporate inclusiveness training and charge a relatively high price for their services. Most nonprofit organizations do not have a training budget to pay for expensive inclusiveness trainers. This shouldn't stop you from doing training, but it may limit your options.

In many communities, there are other nonprofit organizations that do inclusiveness training for low to no cost because it is part of their mission. Additionally, some organizations use the services of professional trainers whom they know and who are willing to donate their services or provide them at a significantly reduced cost. If your organization is fortunate enough to be in this situation, be sure to check references before signing up with a pro bono trainer, as you would with any training candidate. Going through inclusiveness training can be intense and it is important that whoever leads you through the process is qualified to do so. As many organizations can attest to, a poorly qualified inclusiveness trainer can do more harm than good for your organization.



See *Module 3: Hiring a Consultant* for more information on hiring consultants and trainers.

**Complete Exercise 2-B: Summarizing Inclusiveness Training Program Decisions.**

**Track your progress in completing *Module 2* on the End-of-Module Checklist, located after the exercises.**

<sup>1</sup> Shapiro, Ilana, PhD, "Training for Racial Equity and Inclusion: A Guide to Selected Program," Project Change Anti-Racism Initiative and the Aspen Institute Roundtable on Comprehensive Community Initiative for Children and Families, 2002.

<sup>2</sup> DeRosa, Patti, "Social Change or Status Quo? Approaches to Inclusiveness Training," Change Works Consulting, 2001.

<sup>3</sup> Spring Institute, 2004, [www.spring-institute.org](http://www.spring-institute.org)

<sup>4</sup> Shapiro, Ibid; DeRosa, Ibid

<sup>5</sup> "Building Multiracial Organizations," Colorado Progressive Coalition, Denver, Colorado, page 2

<sup>6</sup> Shapiro, 2002; DeRosa, 2001

<sup>7</sup> National Coalition Building Institute, 2004, [www.ncbi.org](http://www.ncbi.org)

<sup>8</sup> Shapiro, Ibid

<sup>9</sup> Shapiro, Ibid

<sup>10</sup> DeRosa, Ibid, page 5

<sup>11</sup> Shapiro, Ibid, page 102

<sup>12</sup> Hirsch, Stephanie, and National Staff Development Council, "Forming, Storming, Norming, Performing Your Way to Success," *School Team Innovator*, 1996, <http://www.nsd.org/library/publications/innovator/inn11-96hirsh.cfm>

## Module 2: Inclusiveness Training

### *CHC Inclusiveness Committee meets to discuss inclusiveness training.*

The CHC Inclusiveness Committee members gathered in the conference room for their meeting. They sampled Luisa's empanadas and exclaimed over the delicious tastes. Everyone fell silent when Joe entered with Beth Zwick and Jeff Ramsey, two members of the Board of Directors.

"Hi everyone," said Joe. "I hope you'll join me in welcoming Beth and Jeff to our committee."

Members of the group nodded and smiled politely. Beth took an empanada from the tray as it was passed to her. "Thanks for having me here, everyone. I just want to emphasize that I'm not here to spy on the staff, or for these yummy treats," she said. "I'm interested in helping this organization become more inclusive, and I know that the Board will have to be part of that."

"I agree," said Jeff. "Since I've just taken on the role of nominating committee chair, it's good timing for me that we've started this work."

Joe replied, "Thanks for your leadership, both of you. You've joined us on an interesting day. We're going to be talking about how our inclusiveness efforts have two different, simultaneous tracks."

"What do you mean?" asked Beth.

"The basic idea is that we'll be simultaneously working to develop inclusiveness on an organizational level and an individual level," Joe explains.

"While we're improving how we do our work, we'll also spend some time looking at our own attitudes and concerns related to diversity and inclusiveness. Does that make sense?"

Beth nodded, as did several other committee members.

Luisa spoke up right away. "Joe, when I was reading the description of inclusiveness training in the workbook, I really got the feeling that this is something the staff should do separately from the Board," she said. "No offense, Mrs. Zwick, Mr. Ramsey."

"Call me Beth, please. And no offense taken," said Beth. "If it's a more personal process, it would be strange to have the Board and staff together. Do you agree, Jeff?"

"I do," said Jeff. "Though I think the Board should eventually do some kind of training."

"Does everyone else agree that we want to go with a staff-only training to start with?" Joe asked. "We'll move on to the Board later."

Following nods of assent, Joe flipped through his workbook. "So our next step is to talk about the kind of training we want. Let's take a look at the chart in Exercise 2-A," Joe said.

The committee reviewed the chart, which compared the qualities of three different levels of training approaches: intercultural/valuing differences, prejudice reduction, and anti-racism.

Marcie cleared her throat and spoke. “I just don’t think we’re really addressing the issue if we don’t go all the way,” she said. “We should definitely do anti-racism training.”

Right away, Eleanor shook her head. “I think that’s too much. We don’t need it!”

Hector agreed. “This group is just putting its toes in the water. We don’t want to be telling people they’re racist right out of the chute!”

“I’ve done these things before,” said Melody. “At the store where I worked downtown, they put us through this day-long training on racism, and the white girls on the cash registers wouldn’t talk to me for a week. Then everything went back to the way it was.”

“That’s just it! If people don’t understand that we live with racist systems, they can’t understand how to dismantle the one we’ve got going here,” Marcie said, slapping her palm on the table. No one responded.

“Okay,” Joe said finally. “This is a tough issue. But we need to do something that will appeal to as many people as possible. Would you agree, Marcie?”

Reluctantly, Marcie said, “Okay. But I’d like us to consider something more at some point, if it looks like our staff can handle it.”

The committee agreed, and Joe summarized, “So we want to start with a Valuing Differences type of training, which means that we’re going for incremental change in the organization at this time. And

we’ll take a look again at where we are six months from now and re-assess. Is that what I’m hearing?”

The group agreed, then Joe threw out the topic of training format. After some discussion, they decided on an ongoing intermittent format, with two- to three-hour trainings, so that staff members wouldn’t be away from the clinic for long periods of time.

“This sounds great,” said Joe. “And I’ll work out the details on the budget. We should have about \$3,000 to allocate for this portion of our inclusiveness work. Now we have to think about who can help us do this training. Our next topic will be selecting a consultant.”