Transformative Anti-Racism Leadership Workbook

Part 1

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Transformative Anti-Racism Leadership Training

This training is developed for Manitoba Association of Newcomer Serving Organization (MANSO) members by NC Consulting to provide an opportunity to apply a leadership lens in order to examine issues of racial exclusion, systemic barriers, equity, and inclusion for all.

Through this training we aim to raise awareness and inspire a thorough examination of your organizational structures and leadership styles to eliminate racist practices. This learning opportunity is a major step towards creating opportunities for anti-racist leadership and governance, advocacy, and allyship, in the attendee's sphere of influence.

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Exploring Terms and Definitions

Race

Race is a socially constructed term used to describe groups of people based on their skin colour. Race is regarded as a social construct though the basis and implication of that social construction can vary. "Although the idea of "race" is a social construct with no biological essence, race continues to be enacted through racism and racialization, making it "real" through embodied experiences and systemic inequalities." (Mah-Vierling, 2019, p. ii).

Racism

Racism is different from racial prejudice, hatred, or discrimination. Racism involves one group having the power to carry out systematic discrimination through policies and practices of the society thus shaping the cultural beliefs, norms and values which reinforces and support racist ideologies, policies and practices. By perpetuating unequal distribution of privileges, resources between white people and racialized groups. (DiAngelo, 2011). Racialization not only focuses on skin colour discrimination (but looks at) characteristics such as culture, language, customs, ancestry or religion can be used to 'other' individuals and groups (Government of Canada, 2017). Racism can be described with a spectrum ideology, going from subtle forms of discrimination to explicit discrimination (Corneau & Stergiopoulos, 2012).

Anti-Racism

Anti-Racism is the process of actively engaging in the work of dismantling racism as a system of inequities, oppression through changing organizational structures, policies and practices, in order to create equitable opportunity (redistribution of power).

Anti-Racism understands how race and racism negatively affect indigenous and racialized peoples at all levels: Interpersonal – Institutional – Systemic. Anti-Racism practice involves developing actions and strategies to address and eliminate racism. This process requires the examination of diversity in the context of race and ethnicity and the power imbalances between racialized people and non-racialized (white) people.

As Ibrahim Kendi said, "Once you understand what a racist idea and a racist policy is, you begin to realize there's a fundamental contrast to that, and that contrast is not some sort of neutrality" (Kendi, 2019).

Equity

Equity is a process that refers to a social structure that is based on "everyone having equal value and equal access to power... but does not assume equal treatment" (Bishop, 2015). Equity recognizes the harm that exploitation through oppressive forces have brought to different groups as a result of their race, gender, ability, sexual identity and age, and aims to give "extra support to those facing structural/historical barriers until those barriers are overcome" (Bishop, 2015).

Diversity

Diversity is a fact. It is something you have, or don't have. It is a group of people who have differing life experiences as a result of their race, gender, ability, sexual identity and age. The greater number of people with differing life experiences, the greater the diversity.

Inclusion

Inclusion is an action. It is the practice of providing equitable opportunities for marginalized communities, individuals and groups to be recognized, be welcomed and accepted and have access to structures of power within a society.

Anti- Oppression

Anti-Oppression refers to strategies, theories and actions that challenge social and historically built inequalities and injustices that are entrenched in our systems and institutions by policies and practices that allow certain groups to dominate other groups.

Allyship

The process and action of building authentic relationships, with individuals or groups to further the common interests of the members through action and support. An Ally is someone who recognizes the unearned privilege they receive from society's patterns of injustice (oppressions) and takes responsibility for changing these patterns (A.Bishop).

Settler Colonialism

Settler colonialism refers to colonization in which colonizing powers create permanent or long-term settlement on land owned and/or occupied by other peoples, often by force. This contrasts with colonialism where colonizer's focus only on extracting resources back to their countries of origin. Settler Colonialism typically includes oppressive governance, dismantling of indigenous cultural forms, and enforcement of codes of superiority (such as white supremacy). Examples include white European occupations of land in what is now Canada and the Apartheid government established by White Europeans in South Africa.

Per Dina Gillio-Whitaker, "Settler Colonialism may be said to be a structure, not an historic event, whose endgame is always the elimination of the Natives in order to acquire their land, which it does in countless seen and unseen ways. Continuous genocide and land dispossession are continually both justified and denied." *From Dina Gilio-Whitaker, "Settler Fragility: Why Settler Privilege Is So Hard to Talk About" (2018).*

Manifestation of Racism

Systemic racism or institutional racism is the legitimization of racism through social exclusion within social institutions. It refers to the ways in which whiteness and white superiority are embedded in organizational or institution policies, rules, guidelines, laws and practices, resulting in a system that advantages white people and disadvantages member of racialized group. Systemic racism is often due to hidden biases in policies, practices, and processes that aim to privilege certain groups of people and disadvantage the rest of society (Government of Canada, 2017).

Examples include:

- Slavery – Africans brought to the Americas and forced to work for no wages, without having basic human rights afforded to white people.
- Tuskegee Medical Experiments – where medical experiments were conducted on 600 black men, with and without syphilis without their consent.
- Starting in the 1920, Indigenous women underwent forced sterilization in Canada without their consent. Sometime going in for medical issues completely unrelated to reproduction, and discovering years later they were no longer able to have children.
- Workplace racism are pervasive actions, behaviours that can be subtle and ongoing instances of racism
  - These are manifested through stereotype messages, pay inequities which can also holding back from promoting racialized employee because they don't fit within a specific box.
  - Subtle queue used to not interview a candidate who may be different than us or their names are very difficult to pronounce.

https://www.youtube.com/watch?v=YrHIQIO_bdQ

Structural Racism encompasses the entire system of white domination, diffused and infused in all aspects of society including history, culture, politics, economics. Structural racism is more difficult to locate in a particular institution as it functions to reinforce effects of multiple institutions and cultural norms, past and present, continually reproducing old and producing new forms of racism. Structural racism is the most pervasive and profound form of racism – all other forms of racism emerge from structural racism

Cultural Racism is the values and beliefs engraved in our common sense, which embraces white culture over others (Corneau & Stergiopoulos, 2012). Cultural racism shows up in media (advertisements, movies) literature/books, and in policies and laws. Cultural racism is also a powerful force in maintaining systems of internalized supremacy and internalized racism.

Interpersonal Racism, occurs between individuals by bringing our private beliefs into our interaction with others, racism is now in the interpersonal sphere. This is manifested through microaggression.

Racial Microaggression are intentional or unintentional behavioral , actions, which communicate hostile, derogatory, or negative slights and insults in relation to race. Types of Microaggressions are micro-assaults, micro-invalidations, micro-insults.

Assaults – these are explicit racial derogatory meant to hurt someone through name calling, avoidant behavior or purposeful derogatory actions.

- o Touching the hair of a Person or Color or Indigenous person even after they have told you not to.
- o Refusing to work with, serve or be served by People of Color and/or Indigenous Peoples

Insults – actions or words utilized to demean, disrespect or belittle someone. An example of this would be not recognizing the positional authority of racialized people and an assumption that a racialized person could not be the manager or leader, but instead a custodial or maintenance worker or another menial job.

Invalidations - occurs when we challenge the identity of someone. These can be through the following questions "Where are you really from!?!?" "You Speak really well!" "Where did you get your degree?"

Inclusive Practice audit

Where Are We Now? A self-Assessment

☐ Am I considering the culture of those around me?

☐ Do I allow everyone at my organization the same opportunities?

☐ Does my team represent the community we work in? (race, gender, culture, language, etc.)

☐ Do I understand the intersectionality of identities (gender, race, disability, sexual orientation) of people I work with?

☐ Is my organization a cultural safe space? Does it allow for various world views and attitudes?

☐ Am I aware of how my own cultural identity affects how I see others?

☐ Do I support initiatives that shift conversation from deficit frame to an asset frame to describe racialized communities?

☐ Do I consider social structures that may create barriers to the racialized people in my organization? (Childcare, cultural influences, etc.)

☐ Do I have a clear, fair and equitable hiring process that consistently identifies racial diverse, culturally competent pools of candidates?

☐ Do we have an equitable organizational policy with explicit equitable compensation scale and our staff understand the process of career advancement within the organization?

☐ Do our strategic planning documents promote a racial equity lens?

☐ Does the Board of Directors of our organization represent the community I serve?

☐ Are we using a race lens and engage others to analyze our organization policies, guidelines, programs to ensure there are no differential impact on racialized staff?

☐ Is our organization aiming to shift any white culture infused performance management practices when conducting staff evaluations?

☐ Does everyone at the organization have the skills to effectively address and interrupt incidences of bias, microaggressions?

☐ Do We provide grants that advance racial equity, justice that centers the experience, voices and needs of racialized and marginalized communities?

☐ Do we invest in racial minority- led organizations, especially providing leadership capacity ?

☐ Do we promote and support research initiatives for race based aggregated data ?

Enhancing Equitable Inclusive Cultural Competency

We invite you to reflect on some of these questions and perhaps add more questions or cases you have witnessed that strive to create space, environment that not only are inclusive but they use equity and cultural lens.

What's Going on With Me?

- ➢ What am I wearing?
- ➢ How am I talking?
- ➢ Where am I looking?
- ➢ What cultural lens(es) do I bring with me?
- ➢ What are the power positions and dynamics that I bring to the table?
- ➢ What language do I use?
- ➢ What are my first impressions of people?
- ➢ What assumptions do those impressions spark?
- ➢ How is my social locations determines how I respond and evaluate people, situations?

What's Going on in the Room?

- ➢ How are the seats arranged?
- ➢ Who is sitting where?
- ➢ Is there a plan for movement that stretches people beyond the usual practices and typical power relations?
- ➢ Who speaks more, or with a greater sense of confidence?
- ➢ Who speaks less, or more tentatively?
- ➢ Who is acknowledged? Who is ignored?
- ➢ Who likely feels welcome? Who might not?
- ➢ How am I working to bring equity to the room?
- ➢ Where is the privilege in the room based on the factors listed below?

Describe the practices of your organization as they relate to power and privilege based on:

- o Race and Ethnicity
- o Education
- o Socioeconomic Status
- o Language

- o Immigration Status/notational origin
- o Gender
- o Gender Identity
- o Sexual Identity

- o Physical ability/ disability
- o Age
- o Generation
- o Religion

➢ Whose voices are being heard and whose voices are missing?

➢ Who makes decisions in your organizations? Is there a plan to develop leadership of racialized staff members and to share decision making power with them?

➢ How does your organization work to build authentic relationship and alliance with racialized group?

Leadership through an Anti-Racist Lens

There are many aspects of good leadership that are important for being an anti-racist leader and promoting positive interaction with others. Using an anti-racist lens helps to create an open environment where others feel comfortable to participate, open up, share their experiences, learn about, and work on any learned systemic racist behaviors. All of this can help to cultivate an anti-racist environment and create needed social and workplace change.

We have developed 5 key characteristics of an anti-racist leadership practices
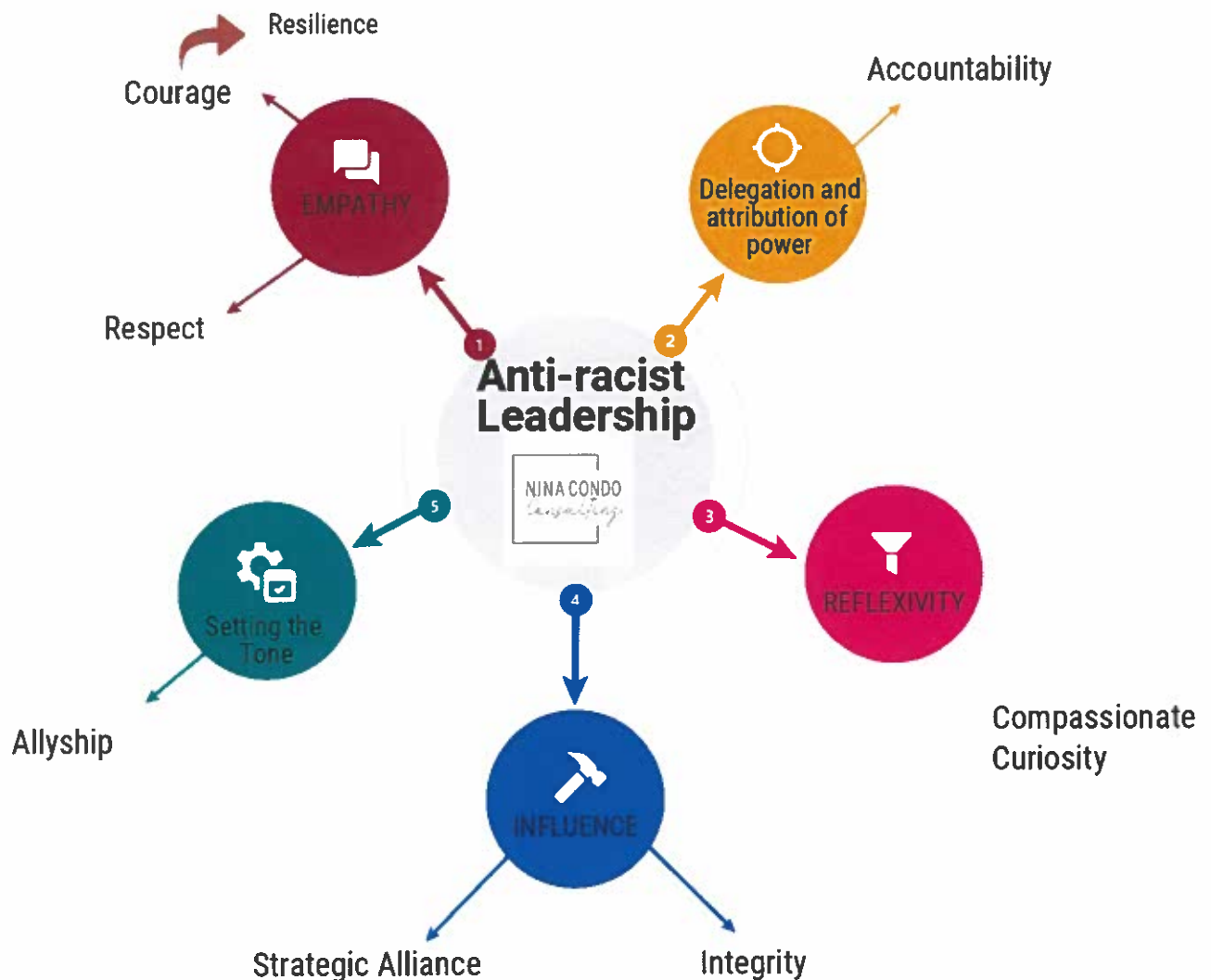
➤ **Empathy**

It is important to be empathetic to help to create an open environment that facilitates needed and important discussions. Being an understanding and good listener improves work ethic and facilitates a sense teamwork.

➤ **Respect**

Respect helps to create trust and this includes valuing and celebrating diversity. It implies collaborating with others and learning from them. Respect suggests listing and valuing other people's experiences. Mullay (2018) champions a diversity approach which supports promoting, affirming and celebrating the other and promoting equality.

➤ **Resilience**

The act of resiliency is not problem focused; it rather affirms positives and is overall solution focused. Resilience adopts a can-do attitude and a belief that there is always an ability to work through things no matter how tough. It conveys an optimistic message that things will get better and that each person has the potential for positive change. The contribution from everyone is valued. Their strengths and abilities are recognized and celebrated.

➤ Delegation & Attribution of power

The act of delegating and facilitating teamwork provides autonomy, builds trust, and helps to include others in the decision-making processes. Providing what is needed for success without "directing" anyone's path is a way to help and support others while ultimately allowing for self-determination. Nonetheless, delegating power should not be an end in of itself. Just as important as delegating power, is the act of giving power to marginalized populations. Relinquishing power may not come naturally to most people. It requires immense self-awareness and will power. Thankfully with enough practice and a willing spirit, this valuable skill can be acquired and mastered.

➤ **Setting the Tone**

Organization leader must be explicit about the expected language, Culture and behaviors that promote inclusion, equitable practices and diversity at all level of the organizations. Good communication and listening skills creates trust with others and help people to feel more comfortable to participate in discussions and to share their opinions and experiences.

Through this process of support and building authentic relationships, positive changes can occur.

> **Reflexivity**

Self-awareness and reflection should be a constant and ongoing process. It is important to facilitate this for yourself and for others to help developing an anti-racist environment. Self-awareness and reflection help acknowledging the existence of racism. This can be educating yourself and others on the issues surrounding race relations and what to do in order to promote racial cohesion. Self-education on issues of race may include keeping up with current ideas, literature, practices, and developments (Mullaly, 2018).

This learning can lead to understanding, distinguishing, and recognizing different forms of racism (on structural, individual, and institutional levels) which exist and need to be defeated (Ndumbe-Eyoh, 2019). "Naming racism" and engaging in these difficult conversations is needed to create an inclusive environment. This also requires being open to learning and growing alongside a diverse team. It also includes engaging with the community and may require bringing in external supports and creating alternate services.

> **Influence**

As a leader, it is important to acknowledge the inherent power and influence that is associated with this role. It is important to make sure to practice "power with" others through collaboration, collective action, partnership, and building collective strength.

In this context it is crucial to give "power to" others by allowing them the capacity to act, exercise agency and self-determination, and expressing their own voices (Levine, 2019).

Engagement with others should occur in a spirit of partnership of equals. Being aware of and learning about the influence that one's social location has on their relationships with others is needed and vital. This self-awareness is essential in making sure that one's influence promotes social change and not social control. When properly channeled this self-awareness guards against disempowering others. This is important to confront and challenge racism on structural, institutional, and individual levels. Decision-making from a culturally relevant view should be encouraged so that others' experiences are included and not assimilated into the dominant culture (Greene, 2007). Listening, being inclusive, participating in collaboration, and recognizing that the individual is the expert creates needed change that is effective.

> ➤ **Allyship & Courage**

Courage to stand up against racism is vital for social change. Having the courage to speak up, and out, and against racism is needed to address, acknowledge, and dismantle racism. Not standing up against racism allows for racial inequalities and exclusion to continue.

Speaking up against acts of racism is needed for social change and doing so sets the example for others. Being an ally means using one's privilege to stand with (not for) and support oppressed individuals and groups (Mullaly, 2018).

Courage to do the right thing even when it's unpopular shows determination, and perseverance in confronting difficult situations.

Over 50 years ago, Martin Luther King spoke of his dream of freedom and that one-day people will not be judged based on the colour of their skin. As an ally leader, one must strive to keep this dream alive so that generations to come might live in a society where they are treated as equals. Change does not happen overnight, but working together as a community and society we can dare to hope; we can dare to dream and we can make a difference.

Ecogram and Social Location

The ecogram is a visual representation of the areas of oppression and the centering of power around certain identities. While individuals should not be identified simply through a collection of their labels, the identifiers help us to understand ourselves and our relationships to others in society and how (and why) we interact with the various systems. Being at the center of the circle does not guarantee success, nor does being outside prevent it, but it shows "how predominant prejudices, social systems and cultures are predisposed to give those in the centre a hand up and those on the outside a push down.... the more you occupy the centre of the circle, the more you experience being pushed forward or lifted up into success" (Dumbrill and Yee, 2019). Because the center of the circle is comprised of several different identifiers, it is possible to be dominant in one area, but face oppression in another. It is also important to note that within different cultures and throughout different time periods the topography can and has looked quite different, however, it is the compounding of the intersections of oppression that we need to be cognizant of.

As leaders, it is important for us to recognize who is at the centre, who is on the margins and who is on the margins the most often. Who on our team feels able to speak freely? Who on our team forms the leadership? How has the team been formulated in regards to tasks or access to power? How have our policies helped the push of oppression to force people to the margins? As Dumbrill and Yee noted (2019) "some of the most powerful expressions in today's society are not undertaken by such things as invading armies or state sanctioned mass slavery, but by acts embedded deep within the type of everyday personal, systemic, and cultural processes".
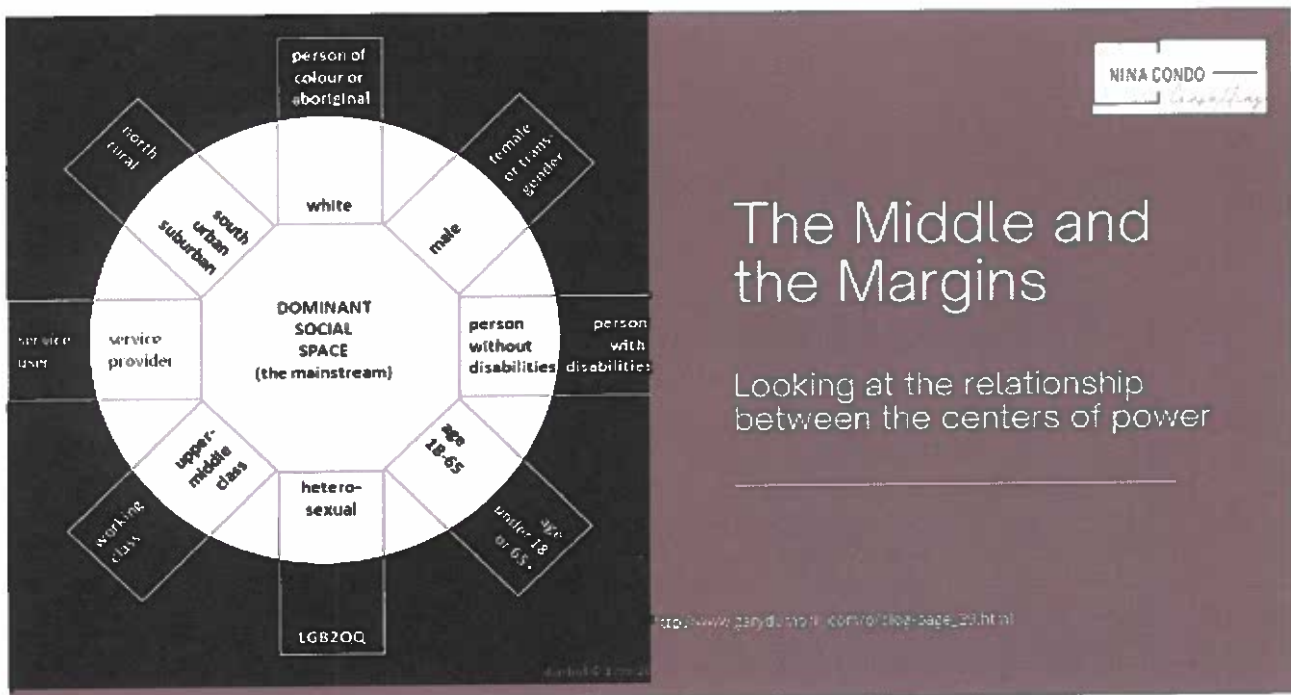
Managing Constraints

The theory of constraints was first introduced by Eliyahu Goldratt (1984) in his book The Goal. This theory, which was originally based in manufacturing and production, is centered around the idea that a chain is no stronger than its weakest line. The theory of constraints requires leaders to identify and manage the weakest part of their organization in order to have the greatest impact. Goldratt viewed every organization from the lens of a series of processes whose efficiency and effectiveness depended on the processes before it. He noted that each system has at least one weak link or constraint which bottlenecks the process of development and meeting goals. If the constraint can be identified, the organization is likely to meet its goals.
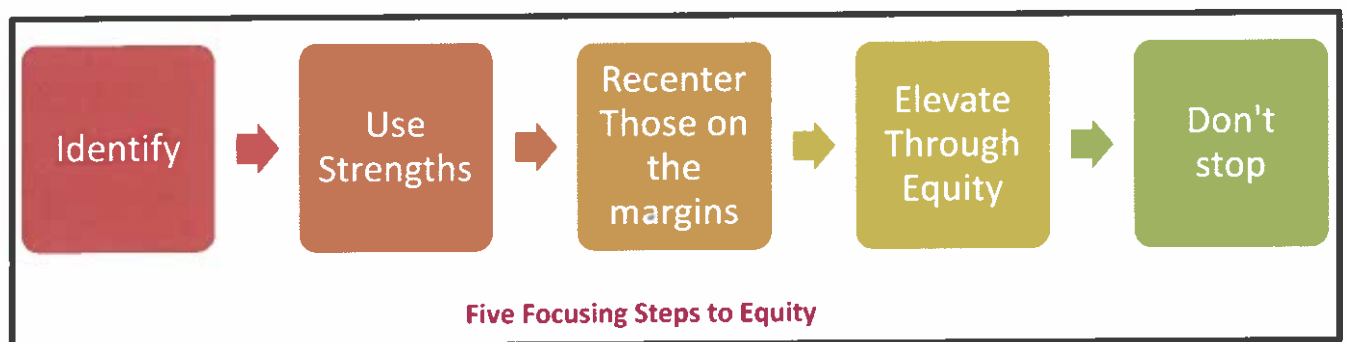
As a leader working towards increased equity, diversity and inclusion, where are you seeing these weaknesses in your organization or in your team? What can you do to focus on dismantling the "blockage" or repairing the broken processes?

Goldratt suggests utilizing five focusing steps in understanding the areas of constraint. While Goldratt proposed terms more in line with the original basis in manufacturing, within the context of work within the social justice realm, we propose the exchange of the terms to identify, build your strengths, re-center those on the margins, elevate through equity and don't stop.

1) Identify. Are the constraints internal or external? Where is it happening within the system and does it involve or require additional resources, processes or policy. Through the lens of EDI, who is missing at the table of power and why? Are diverse and racialized staff being recognized? Are their voices being heard, particularly in regard to issues that affect them? The 7-S model (Peters & Waterman, 1982) is a supplementary reading and model not included in this presentation, but is an additional reading listed in the supplementary readings section to help support leaders to understand and assess the key elements affecting their organization's ability to change.

2) Use your strengths. Where are you seeing more equity and inclusion in your organization? What are they doing in that particular team or department? Are there elements at play that can be brought into the other areas of work? Can they be used as role models for increased inclusion? If this aspect is missing from your team, can you look to outside organizations that are succeeding and connect with them?

3) Re-center those on the margins. Practice active inclusion. Recognize the various intersections of oppression faced by those on the margins of your organizations and

how that reflects on their ability to participate. As Verna Myers puts it, "Diversity is being invited to the party. Inclusion is being asked to dance". Realign the parts of the system to create a smooth flow of activity around the centre.

4) Elevate through equity. Are there processes in place in your organization that does not allow for the full participation of all its staff? When looking at the leadership of your organization, who are you primarily seeing? Whose voices are being heard when determining policies, and how can we encourage those voices that have been oppressed to stand up.

5) Don't stop. Plan to continue this process until EDI is an ingrained process within your organization and even then, plan to continuously revisit it.

| Identify | ➡ | Use Strengths | ➡ | Recenter Those on the margins | ➡ | Elevate Through Equity | ➡ | Don't stop |

Five Focusing Steps to Equity

SWOB (Strength, Weakness, Opportunities, Barriers)

The consciousness of self is a reflexive practice centered around an awareness of your own personal abilities, emotions and perceptions. Reflectivity, conversely, is an understanding of the effect these elements will have on your work within a team, as a leader, and as part of an organization. This personal SWOB was developed with elements of the capacities noted in Emotionally Intelligent Leadership (Shankman, Allen & Haber-Curran, 2015) in combination with a lens of inclusive practice as a self-assessment tools for leaders.

- ❖ **Personal SWOB**
  - ○ STRENGTH
    - ▪ What have you done to be an ally?
    - ▪ What inclusive initiatives have you supported?
    - ▪ What trainings have you taken to increase your knowledge base?
  - ○ WEAKNESS
    - ▪ What areas do you need to learn more about?
    - ▪ Are you aware of how your own cultural identity affects how you see others?
  - ○ OPPORTUNITIES
    - ▪ What additional training can you take to be more aware?
    - ▪ What additional initiatives can you support?
    - ▪ What can you do be more authentic in your goal of being inclusive?
  - ○ BARRIERS
    - ▪ What is getting in your way for development?
    - ▪ What lens does your knowledge base stem from?
- ❖ **Organizational SWOB**
  - ○ STRENGTH
    - ▪ What ways does the organization excel in promoting inclusive practice?
    - ▪ What trainings have the organization been involved in?
    - ▪ What policies have been enacted to bring attention and action to higher EDI?
  - ○ WEAKNESS
    - ▪ What ways have the policies and processes hindered EDI?
    - ▪ Do strategic documents promote a racial equity lens?
  - ○ OPPORTUNITIES
    - ▪ How can the organization ensure that everyone has the same opportunities?
    - ▪ What can the organization do to ensure that everyone has the skills to effectively address and interrupt incidences of bias and micro-aggression?
  - ○ BARRIERS
    - ▪ What is getting in the organization's way for development?
    - ▪ What additional steps are required to ensure full participation of racialized staff?
    - ▪ What performance measures are being used? Do they capture the impact of inclusion?

Equity Lens Checklist

An equity lens is a tool that can help ensure that the policies and programs of an organization or group are equitable for all members. It ensures equitable treatment of all members with particular attention paid to their <u>racialized and diverse communities</u>. Utilizing an equity lens is important when planning and developing programs, policies and services of an organization. A racial equity scorecard developed by Gamblin (2019) provided below is an additional way of assessing how equitable a policy or program are.

MICRO-SYSTEMS CHECKLIST (Individuals)

- Do the staff understand the intersectionality of identities?
- Can the staff recognize their own biases?
- Do staff have access to mentoring programs?

MEZZO-SYSTEMS CHECKLIST (Teams and Small Groups)

- Does the team reflect the community they work in?
- Are team leads and managers trained to understand and consider structures affecting team culture that may create barriers to people on their team?
- Is there a clear, fair and equitable hiring process that consistently identifies racially diverse pools of candidates?
- Do the team leads seek multiple perspectives?

MACRO-SYSTEMS CHECKLIST (Institutional)

- There is a clear, fair and equitable organizational policy with explicit equitable compensation scale.
- Staff understand the process of career advancement within the organization.
- Strategic planning documents promote a racial equity lens.
- The Board of Directors and leadership team represents the community or clients that are being served.
- A race lens is used to analyze organizational policies, guidelines and programs to ensure that potentially oppressive practices are taken into consideration.
- Are important procedural documents and policies available in a language(s) of the people they affect?
- Do you ask partners about the diversity of their leadership team as part of your contracting or proposal processes?

Case Studies

Case study 1:

Tina, is from a war-torn country who has been working in the NGO for the past decade. She has a strong background in community development. The CEO of the NGO has offered Tina a promotion to the position of director of operations, a prestigious position with a sizable wage increase. The CEO stated "our organization is working towards diversity and we thought you will be the right person for this position and you will be helping your people directly"

She has been instrumental in expanding employment programming and has contributed to many other important initiatives. This is the first time she was offered such a promotion. Tina was apprehensive at first and after hearing her CEO's comment she is concerned. Perplexed, Tina asks "what do you mean I will be able to help my people?". The CEO shrugs his shoulders and responds dismissively "well, you know what I mean. This way we will be able to show that we are helping the newcomer people".

Case Study 2:

Ms. Traore interviewed for a position of an Executive Director of small community agency, she then waited to hear back from the hiring panel. Six months later, she receives a call from the chair of the community agency's board. He invites Ms. Traore for a meeting during which he proudly announces that he would like to give a chance to a visible minority individual to lead this organization, but that he will be behind the scene providing support to the new executive director. He graciously adds "We are excited to have you join the centre. Your meek attitude was a deciding factor as we were looking for someone who will follow our direction". Ms. Traore was then given the opportunity to meet with the interim executive director, Mr. Johnson. After being introduced as the new Executive Director, Ms. Traore is summoned for a meeting during which the chair of the board announces that the interim director, Mr. Johnson, was asked to stay on staff as a Director of fund -development as this will help Ms. Traore to have someone of Mr. Johnston's caliber helping to grow the agency.

For nearly 3 months, Ms. Traore is given no access to company equipment, financials or even keys to the building supposed to be under her charge. Once she eventually gets access to the books, she is surprised to learn that 3 of the employees under her leadership are paid significantly more than she. This includes the former interim director and current Director of fund -development, Mr. Johnson.

Ms. Traore brings these concerns to the Board's executive committee. The committee chair indicated that they are well aware of Mr. Johnson's ethics as well as excellent decision making and see no need to question any of his decisions regarding the current salary scale. Ms. Traore brings forward ideas on how to revamp service delivery to reach the underserved populations. A member of the executive committee thanks her for the great ideas but explains in no uncertain terms that some of the initiatives Ms. Traore is promoting may attract ghetto people to the agency.

Case study 3

At a staff meeting, a manager is discussing ways to improve programs and address cultural barriers certain staff are faced with when supporting clients. Paul, a settlement worker of African descent, enters the room. The manager is delighted to see him and waves at him in a friendly manner. Paul smiles and finds an empty chair and sits. The Manager asks Paul "Can we call you when we have African clients so you can translate for us?"

Reflective questions on this:

1. What stood out to you in all these cases? What are the pertinent issues you identify from each case?
2. What is the power dynamic at play in these cases?
3. Do you identify any potential red flags for racism and discrimination?
4. How can different members of a leadership team counter their own bias to prevent inflicting harm?
5. What would you do differently in any of the above cases?

Suggested Supplementary Readings and Videos

Bishop, Anne (2015) Becoming an Ally: Breaking the Cycle of Oppression in People.

Gamblin, M (2019) Using a Racial Equity Scorecard for Policy and Programs. *Bread for the World Institute.* racial-equity-scorecard-policies.pdf

ECRC Anti-Racism Framework: http://elmwoodcrc.ca/wp-content/uploads/2020/06/ECRC-Anti-Racism-Framework-2.pdf

University of Manitoba-Disruption of all forms of racism policy :
https://umanitoba.ca/faculties/health_sciences/media/Disruption-of-all-Forms-of-Racism_Policy-approved-August-25-2020.pdf

Manitoba Association of Newcomer Serving Organizations : https://mansomanitoba.ca/wp-content/uploads/2021/06/FINAL-PASSED-MANSO-Anti-Racism-Policy-Resolution.pdf

Video:

Chimamanda Adiche Ted Talk, 'Danger of a Single Story':
https://www.ted.com/talks/chimamanda_ngozi_adichie_the_danger_of_a_single_story?language=en
Elper, M. (2018) 3 Ways to be a better ally in the workplace. TED.
https://youtu.be/k12j-E1LsUU
Kimberle Crenshaw 2 mins What is intersectionality?
https://www.youtube.com/watch?v=ViDtnfQ9FHc
Verna Myers: How to overcome our biases? Walk boldly toward them (18 minutes)
https://www.youtube.com/watch?v=uYyvbgINZkQ&list=FLiXfajNzdRZ4zEmpkK2vDeQ&index=51&t=564s
Stovall, J. (2018) How to get serious about diversity and inclusion in the workplace. TED
https://youtu.be/kvdHqS3ryw0

Final Reflections

- o What stood out to you from the video? Is there a learning you are taking away?
- o What were the different ways Verna Myers suggest we use to counter our implicit bias?
- o How will you counteract your own perspectives on the "single story", particularly around racism?
- o What do you commit to personally do in confronting and dismantling RACISM?

- o Think about a moment in the past where you encountered a micro-aggression occurring. After going through this training, what would you have done differently, if anything?
- o What is one thing that you can do today (actionable idea) that will make a change in your workplace?