

Allyship Training Teaser

CBPO All Hands January 2022 - Briana Yancy, Allison Ng, Vanessa Van Note



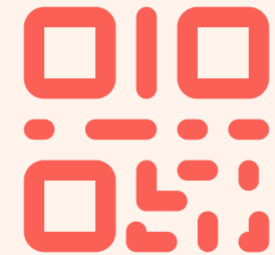
Agenda

Objectives: Announce allyship training and lay the foundation for a future training series.

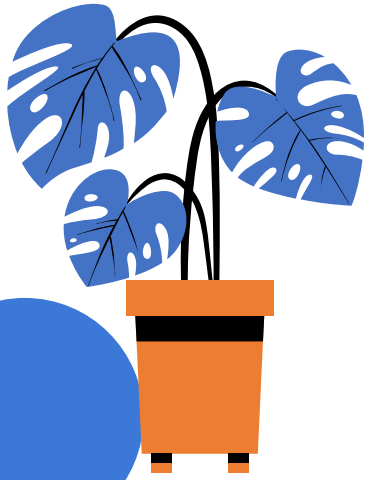
- **Allyship Defined**
- **Discussion**
- **Q&A**
- **Next Steps**

Personal Strengths Poll

Join at slido.com
#844275



Allyship Defined



What is meant by Allyship?

★
Allyship is a practice focused on **building lifelong relationships of trust, respect and accountability.**

★
Allyship involves an **acknowledgement of your own power** and provides a foundation for **uplifting the voices of other people.**

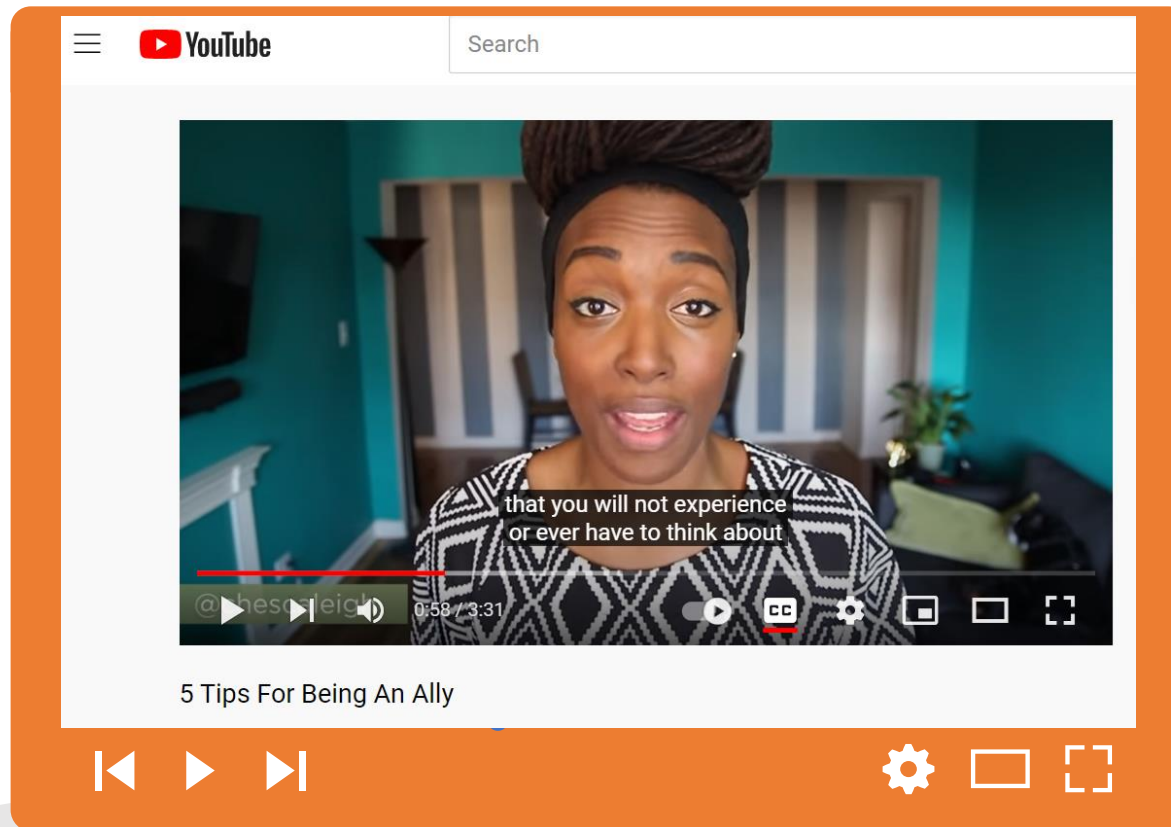


Allyship Defined

Why Allyship?

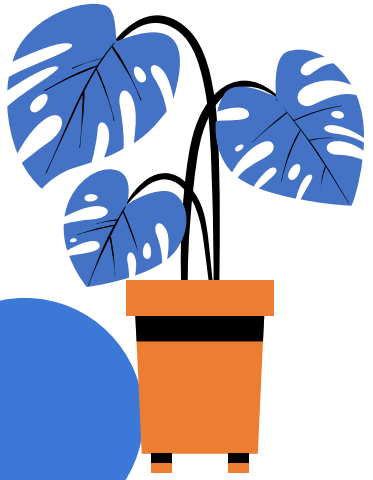
1. **To advance diversity, equity, inclusion, and justice** in all aspects of CBP's organizational culture and work.
2. To contribute to a **safe, welcoming, equitable and respectful workspace** for all Bay employees.
3. To **build off past cultural humility trainings** offered to the CBP in fall/winter 2020.

Allyship Defined



- ☑ Ally is a Verb
- ☑ Commit to education, learning and practicing
- ✗ Don't speak over or for marginalized groups
- ✗ Don't make assumptions

Discussion



Our Allyship Stories



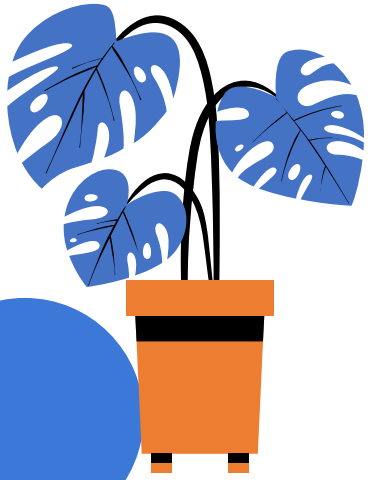
Your
Voice
MATTERS

Your Stories

Do these examples resonate with you? Do you have a story to share in the chat?



Q & A



Menti Recap

What Questions Do You Have About Allyship?

How can I be an ally?

What are best practices for being an ally? What pitfalls to avoid?

How to learn about my own biases

How to have conversations with others who are not allies about inequality or uncomfortable situations in the workplace.

Do you have to actively speak out against racism to be an ally?

How to pull non allies along?

What additional resources are available that we can use to learn more outside of these trainings? (Books, articles, video clips, etc.)

A workplace example of how to react to a situation and be an ally in the moment.

How can I be a better ally in my actions? That is, how can I be an active ally not just in words? What should I avoid doing or saying to be a good ally?

Menti Recap

Step into Allyship January 2022

How Can I be an Ally?

What are best practices for being an ally? What pitfalls

to avoid?
How can I be a

better ally in my actions? that is how can I be an active ally not just in words?

Power and Privilege April 2022

Do you have to actively speak out against racism to be

an ally?
How to pull non allies along

Microaggression July 2022

A workplace example of how to react to a situation and be an ally in the moment.

How to learn about my own biases

Conflict Resolution October 2022

How to have conversations with others who are not allies about inequality or uncomfortable

situations in the workplace. What additional resources can we use to learn more

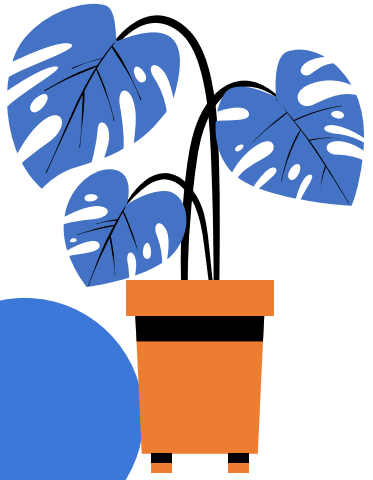
outside of these trainings?

Other Questions?

Did these questions spark new ones? Please type them in the chat!



Next Steps



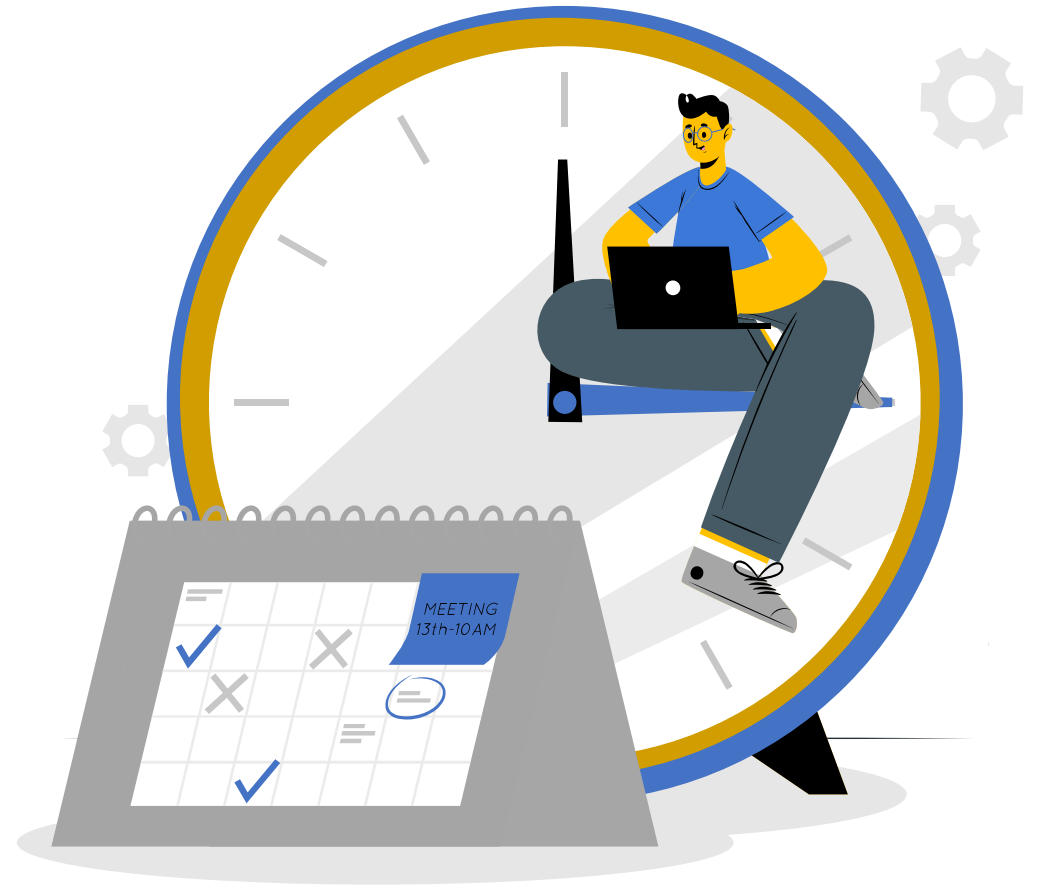
Future Training Topics

Future Training Topics (Proposed)

- How to be an Ally, January 2022
- Power and Privilege, April 2022
- Microaggression, July 2022
- Conflict Resolution, October 2022

Other topics to Explore

- Active Listening
- Unconscious Bias in the Workplace



How Likely Are You to Sign Up?



1 Star = Not
Likely at All
5 Stars = Very
Likely



Join at
slido.com
#844275

Sign Up Instructions

Look out for a calendar
invite from Vanessa

Please send a response even
if you accept, decline or are
tentative





Step into Allyship

ONE PERSON AT A TIME

- Name
- Role
- What motivated you to attend this workshop?
- What is 1 thing you hope to take away from today?

Group Agreements

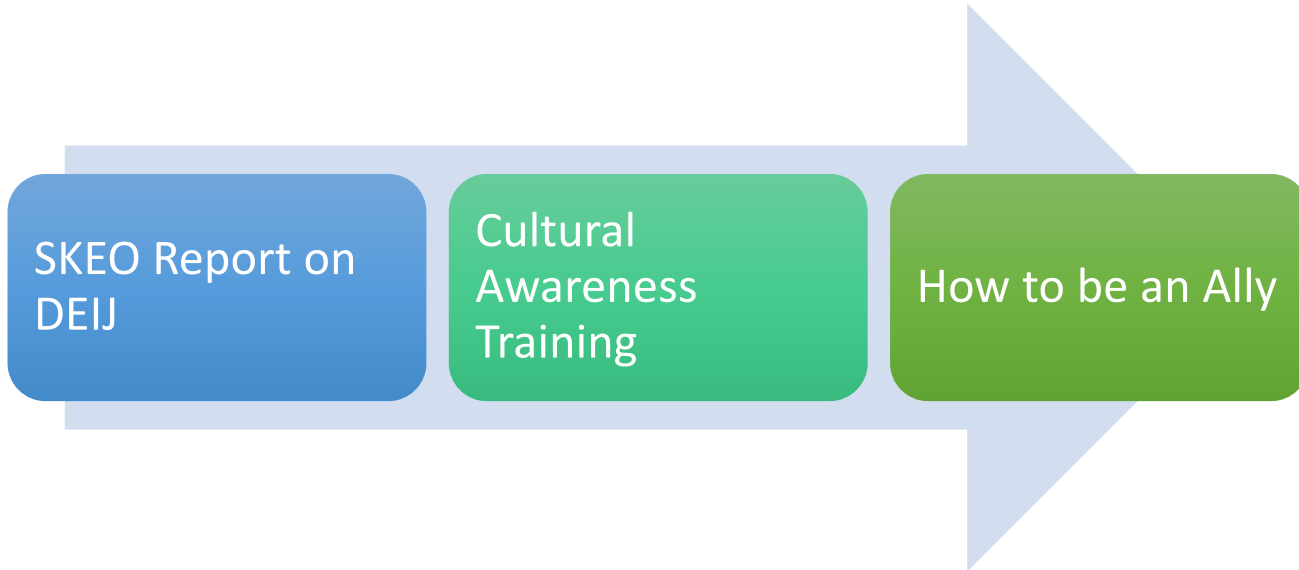
This is a learning space. Nobody knows everything, but together we come to know, and can learn.

Assume good intentions. Speak from your own experience and avoid generalizations.

We learn the most when we challenge ourselves to step out of our comfort zones.

Our comfort zones look different: engaging in a conversation we are unfamiliar with, supporting others in their learning process, listening to understand the experiences of others, etc.

OVERVIEW OF APPROACH / PROGRESSION OF TRAINING



Overview of Approach

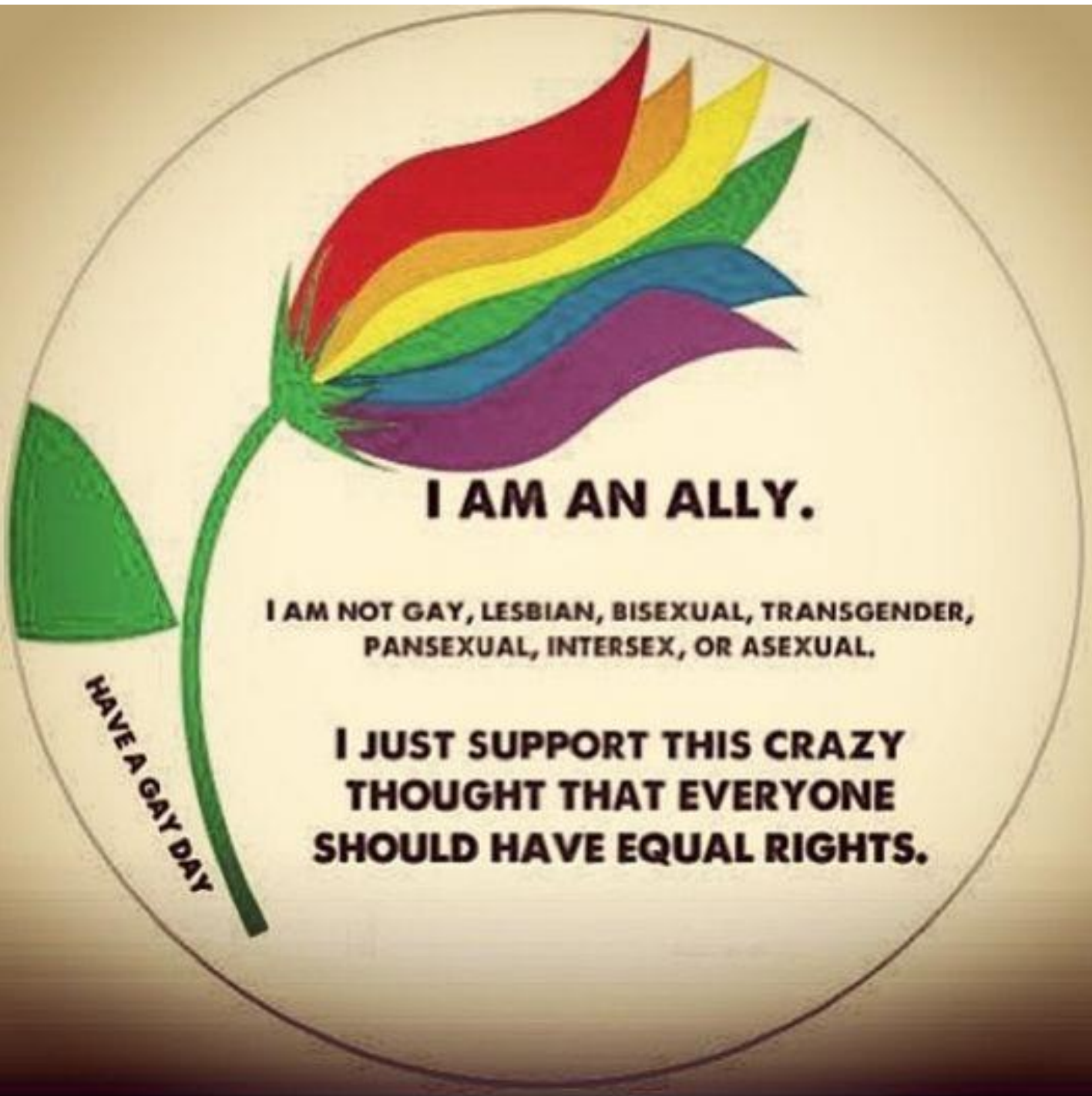
Goal of How to be an Ally

Definition

3 Steps

- Ask
- Listen
- Act

Summary



I AM AN ALLY.

**I AM NOT GAY, LESBIAN, BISEXUAL, TRANSGENDER,
PANSEXUAL, INTERSEX, OR ASEXUAL.**

**I JUST SUPPORT THIS CRAZY
THOUGHT THAT EVERYONE
SHOULD HAVE EQUAL RIGHTS.**

HAVE A GAY DAY



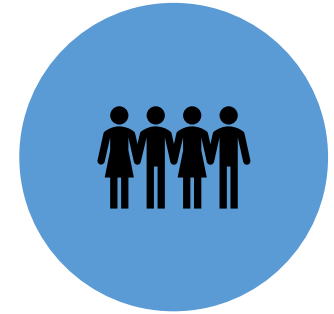
UNDERSTAND
WHAT IT MEANS
TO BE AN ALLY



LEAVE WITH
DIFFERENT
EXAMPLES OF
BEING AN ALLY



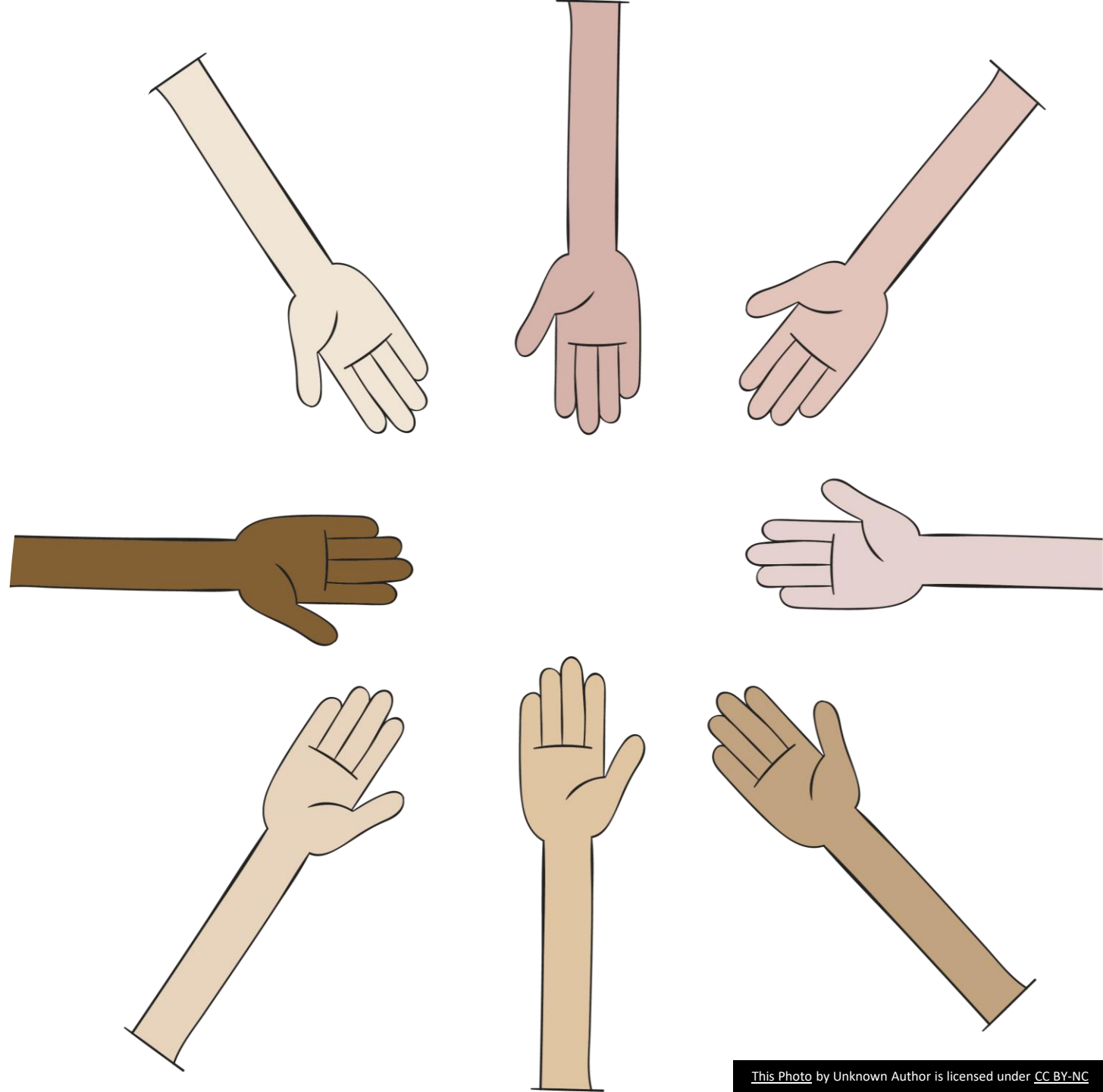
BE EQUIPPED
TO PRACTICE
BEING AN ALLY



IMPLEMENT
SAID
PRACTICES!

WHAT'S AN ALLY?

<https://www.youtube.com/watch?v=dg86g-QIM0>



WHAT'S AN ALLY?

“A person that wants to fight for a marginalized group that they are not a part of.”

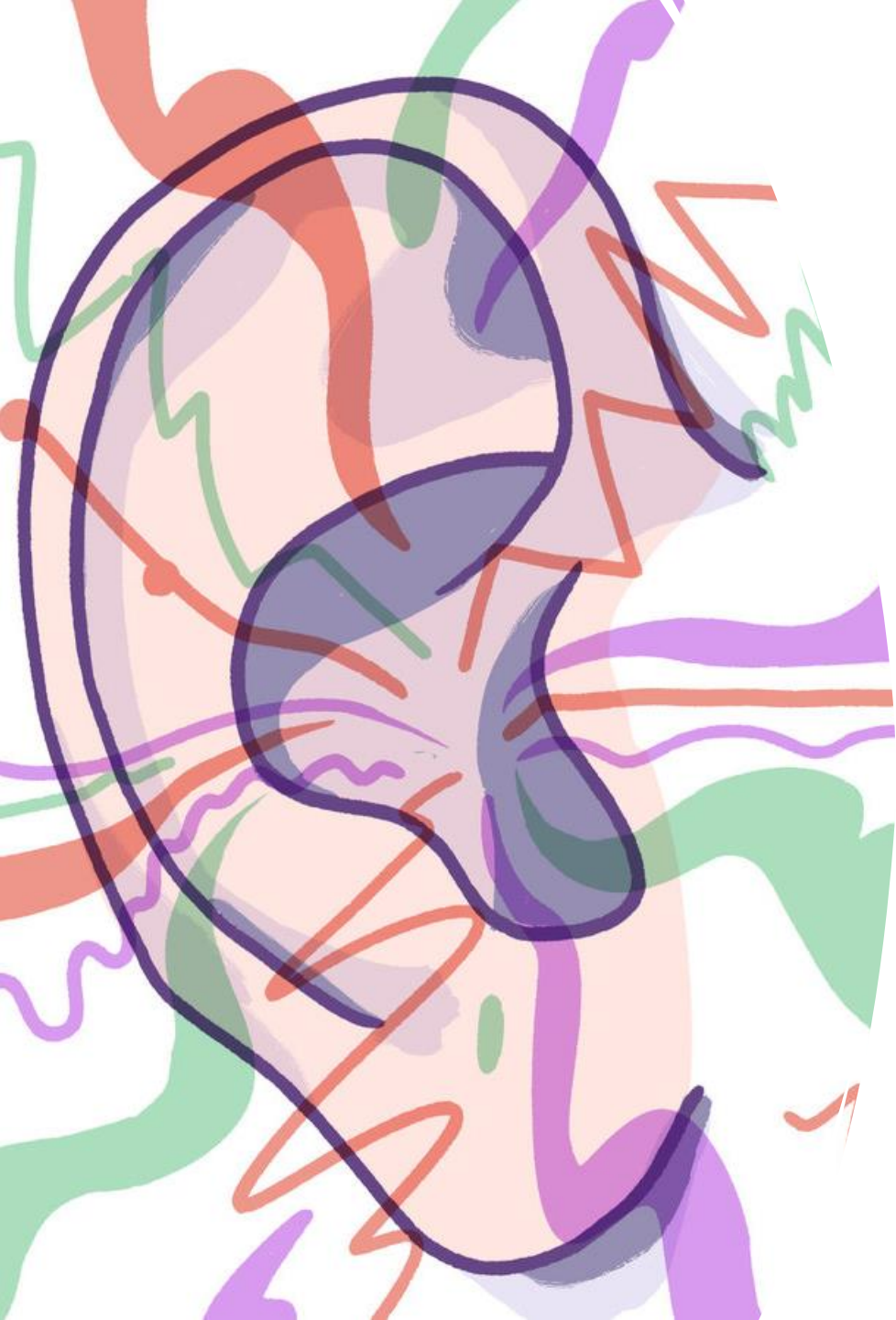
“Being willing to act with and for others in pursuit of creating equality”



STEP 1: ASK

- Directly
 - You OK?
 - What's going on?
 - Can I help?
- As an Advocate
 - Why not ask Barbara for assistance?
 - Barbara is very good at PowerPoint
- As a Champion
 - Remind others about including everyone
 - Do your homework





STEP 2: LISTEN WITH EMPATHY

- Listen and seek to understand their perspective
- Practice active listening skills
- Acknowledge their feelings
- Check in with them after the fact

<https://www.youtube.com/watch?v=1Evwgu369Jw>



STEP 3: ACT

- Educate yourself (Google can be your friend)
- Making eye contact and smiling
- Create cues for others to initiate conversation
 - Signature line
 - Pins
- Being present
- Listen

ACT CONT'D

- Speak Up
 - Provide input or correct a situation where appropriate
- Advocate for those whose voices are minimized or unable to speak for themselves
- Stay Engaged
- <https://m.youtube.com/watch?v=Wf9QBnPK6Yg>



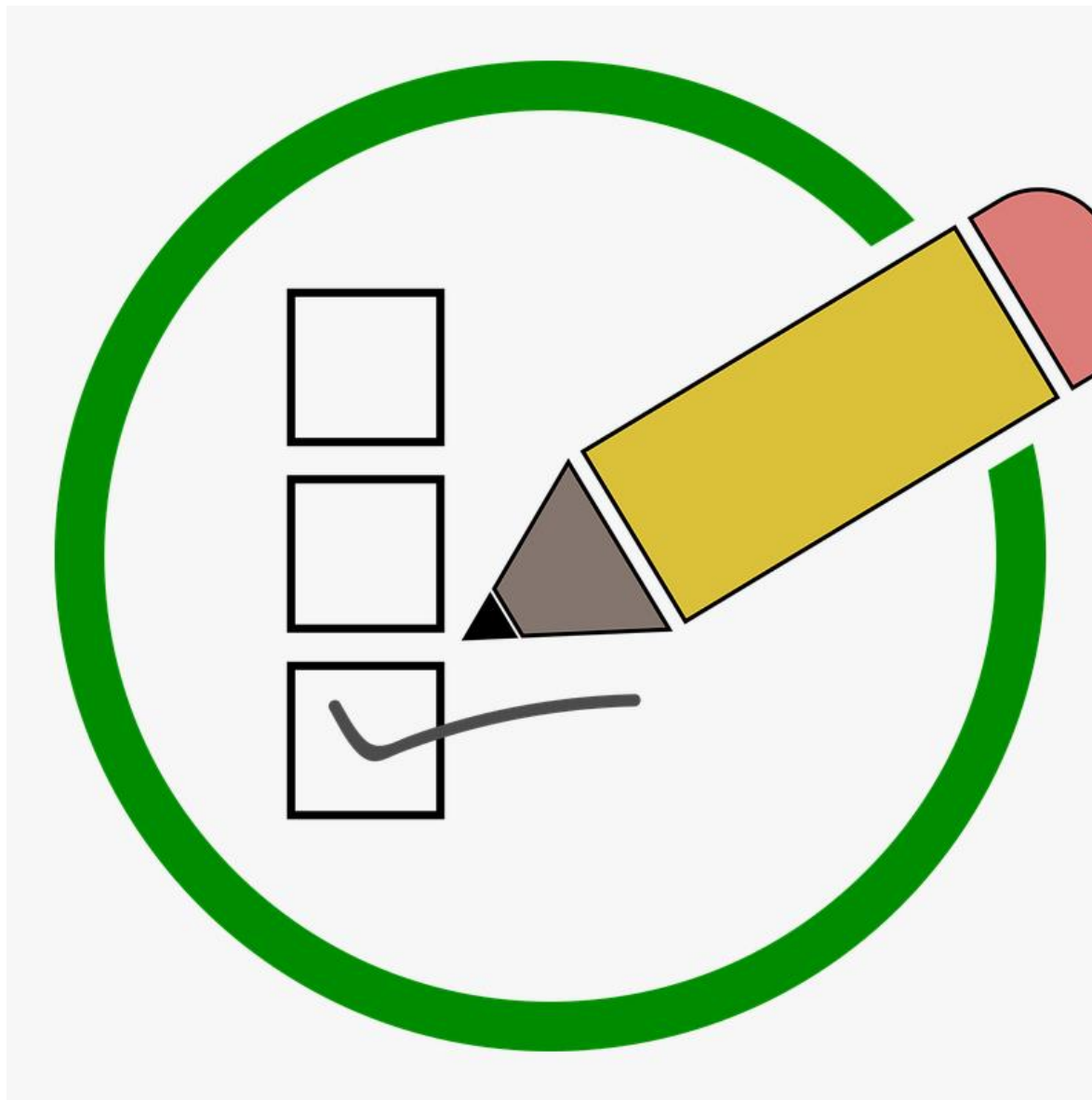
GROUP DISCUSSION





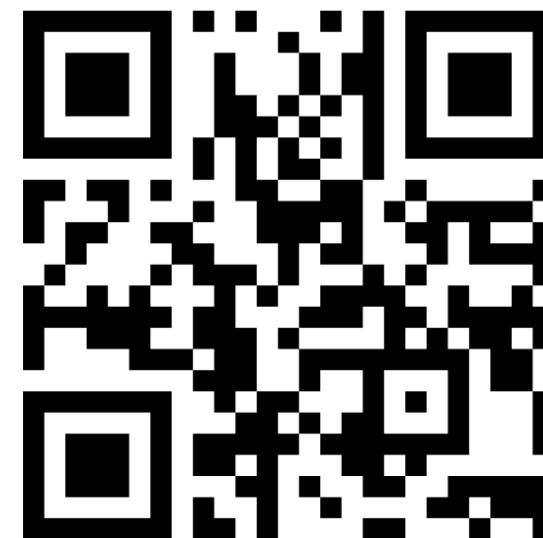
SUMMARY

- Not an easy topic; is uncomfortable
- The more you practice the easier it becomes
- Small gestures can be as important as big gestures
- It takes commitment and consistency in approach
- You are only one person but collectively we can make a difference



We want your feedback!

Visit [Menti.com](https://www.menti.com) and type in the code: 9647 7349

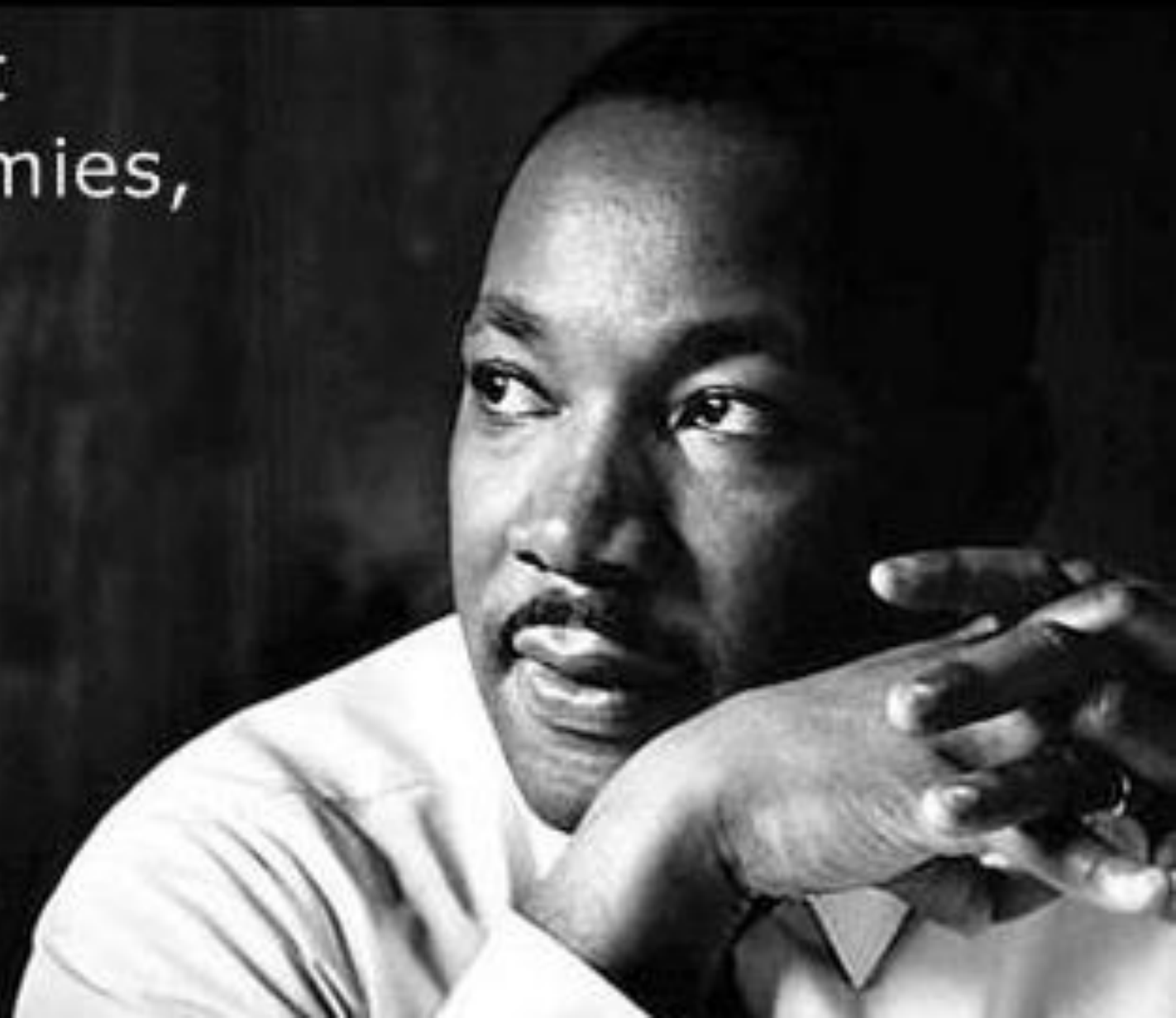


Or scan the QR Code

"In the end,
we will remember not
the words of our enemies,
but the silence
of our friends."

Martin Luther King Jr.

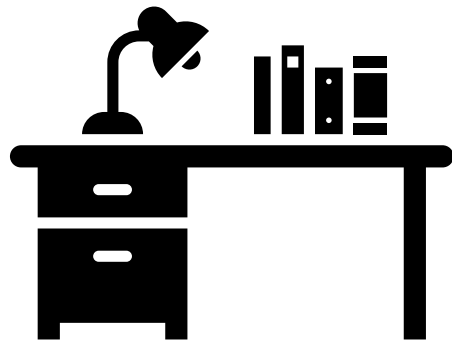
@trevordrinen



Further reading and videos on Allyship

Videos

- [Listen, Learn, & Speak Up- Allyship & Activism](#)
- [Allyship in Practice](#)
- [3 ways to be a better ally in the workplace](#)



Articles

- [Inclusive Virtual Work and Other Actions for Allies](#)
- [6 Essential Components of allyship in virtual environments](#)
- [5 ways to be an effective ally at work when you're working from home every day.](#)

A Conversation about Power and Privilege

CBPO DEIJ Workgroup

April 2022



CBP Diversity
and Inclusion
Workgroup
Training History

Cultural
Humility

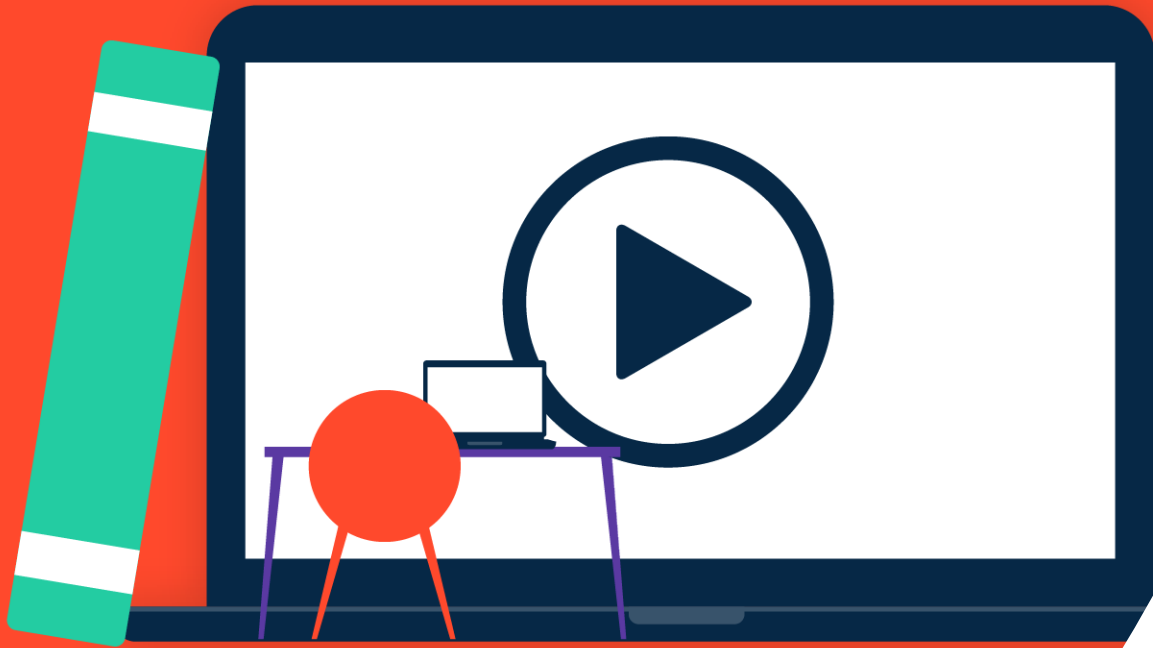
How to
be an Ally



Peer to Peer Sharing

Discuss reactions to the activity:

- What did you think?
- How did you feel?
- How do you think this affects society/community?
- Personal observations/experiences with privilege.



Understanding Privilege Video

What does it
mean to have
white privilege?



What is Privilege?

- A benefit enjoyed by an individual or group beyond what is available to others.
- Does not mean that you never had to work hard or achieved success with no struggle.
- Lack of privilege can impact a person's well-being, ability to succeed, and overall quality of life.



Examples of Privilege

Race

Gender–Identity

Sexual orientation

Able- bodied

Education

Economic

Geographic location

English –speaking

Age

Marital/Family Status

Equality

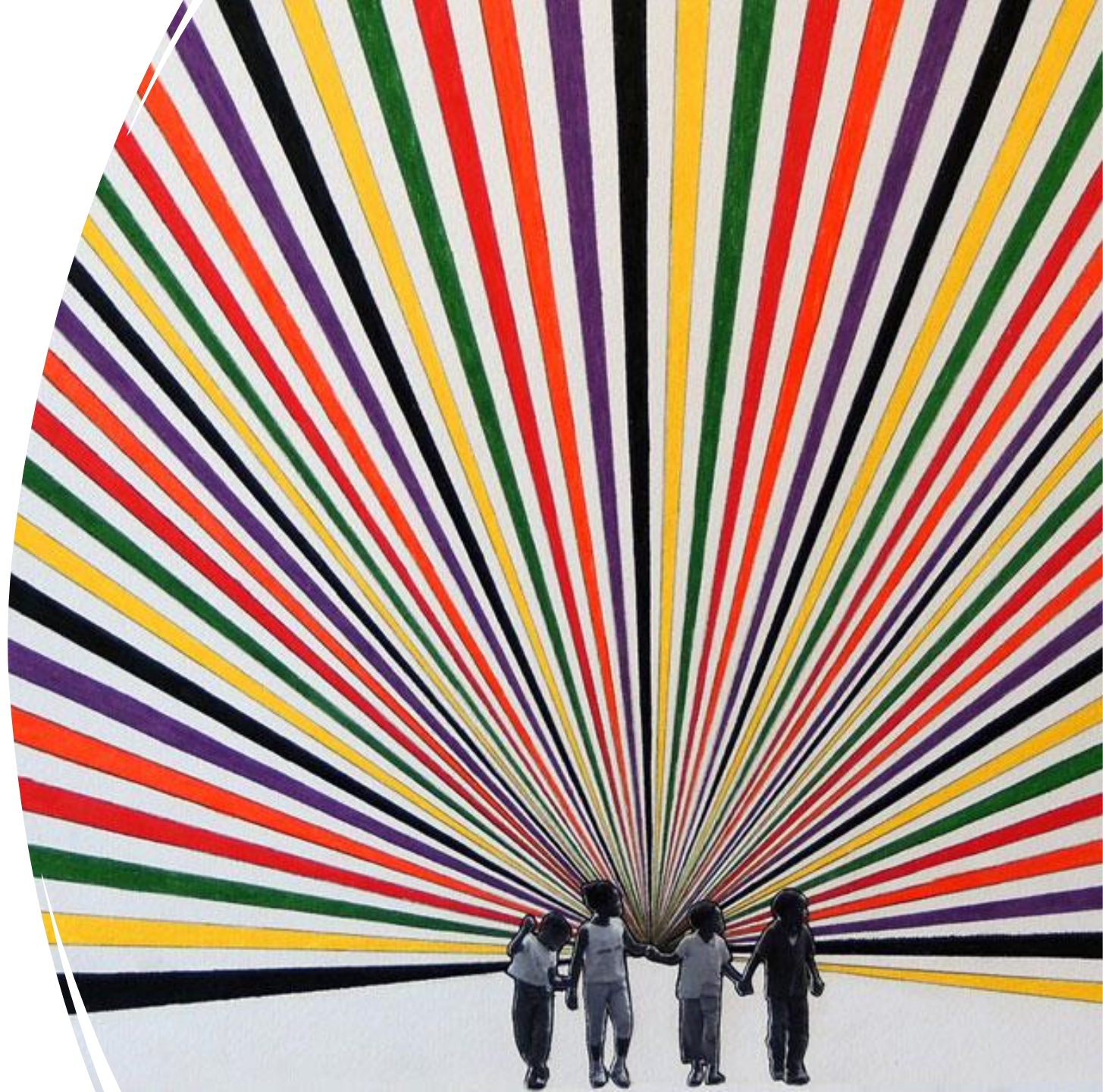


Equity



What can we do about privilege in the workplace?

- Don't make assumptions about someone else's life experiences or make judgements about them...ask first
- Intervene or speak up if you see a situation or issue where presence/absence of privilege may be an issue.
- Support people within the Region who are trying to create positive change; engage in positive change yourself.
- Amplify the stories of others who have faced unfair barriers.
- If you benefit from privilege, share your own personal journey to recognize it.
- Use your privilege to be an ally.



Wrap Up and Moving Forward

- Discussing privilege can be hard but we don't need to feel guilty about having privilege.
- Understanding and acknowledging privilege helps move towards a more equitable society by shifting the status quo.
- Reflect on the privileges you do and do not have and extend the conversation with family and friends.



Thank you for Joining!



Please Consider Providing Feedback

Facilitators:

- Allison Ng
- Vanessa Van Note
- Briana Yancy
- Tom Uybarreta

Thank You WD Diversity and Inclusion Workgroup Members for sharing slides and inspiration:

- Danielle Algazi
- Lydia Bailey
- Cat Blankenbiller
- Renee Bryant
- Leslie Gillespie-Marthaler
- Bill Richardson
- Kim Scalia
- Kelly Shenk
- Virginia Vassalotti
- Brittany Smith
- Tom Uybarreta
- Rome Arquines
- Cynthia Burrows
- Sharon Fang
- Stephanie Branche
- Rachel Kane

CBPO Allyship Training Series
Part 3

Unconscious Bias & Microaggressions

July 26, 2022

Chesapeake Bay Program Allyship Training Series

Cultural Humility (2020)

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graph TD; A[Cultural Humility (2020)] --> B[Step into Allyship]; B --> C[Power and Privilege]; C --> D[Unconscious Bias/ Microaggressions];
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Step into Allyship

Power and Privilege

Unconscious Bias/
Microaggressions

Training Planners

- Briana Yancy
- Allison Ng
- Vanessa Van Note
- Tom Uybarreta
- Jackie Pickford
- Colleen Norton
- Bianca Martinez Penn
- Mackenzie Smith
- Martha Shimkin
- Renee Bryant

Rules of Engagement

- Be **RESPECTFUL** of your co-workers – do not interrupt or be dismissive of others' perspectives
- Pay **ATTENTION** to your words as they can have ripple effects on someone's day, someone's self-esteem, or someone's life
- *****We are all part of the solution – we will need everyone's help to find the right words to say and actions to take*****
- Be mindful of **TIME** – allow time for others to contribute
- Keep in mind that **CONTEXT** makes a difference between something going from innocent to offensive
- Keep an **OPEN** mind – this is an opportunity for self-reflection

AGENDA

- What Is Unconscious Bias? (30 mins)
- What Are Microaggressions? (10 mins)
- Call to Action (Calling in and Calling on) (10 mins)
- Microaggression Activity (30 mins)
- Summary/Reflection (10 mins)

Unconscious (Implicit) Bias

In the workplace and beyond





- “*Unconscious or implicit bias* is the **unintentional** activation of prejudicial attitudes toward a group based on stereotypes that have **receded from consciousness** overtime and have become invisible to the holder.”

• —GEORGETOWN UNIVERSITY

Implicit Bias Video

New York Times Freedom Project

What is implicit bias? NYT/POV's
Saleem Reshamwala unscrews the lid
on the unfair effects of our
subconscious.

Common Types of Implicit Biases

Affinity Bias

Attribution Bias

**Attractiveness
Bias**

Conformity Bias

**Confirmation
Bias**

Name Bias

Gender Bias

Ageism

Perception Bias

Height Bias

Contrast Effect

Halo Effect

Horns Effect



- **Personal Story**

Elbow Partner Activity

- Take 2 minutes to share a personal story about
 - 1) when you have experienced unconscious bias or
 - 2) when you have become aware of your own unconscious bias.

Judgements or characteristics attributed to specific groups of people – races, genders, age groups, etc. – that may or may not be true for any one specific individual within that group.

STEREOTYPES

MICROAGGRESSIONS

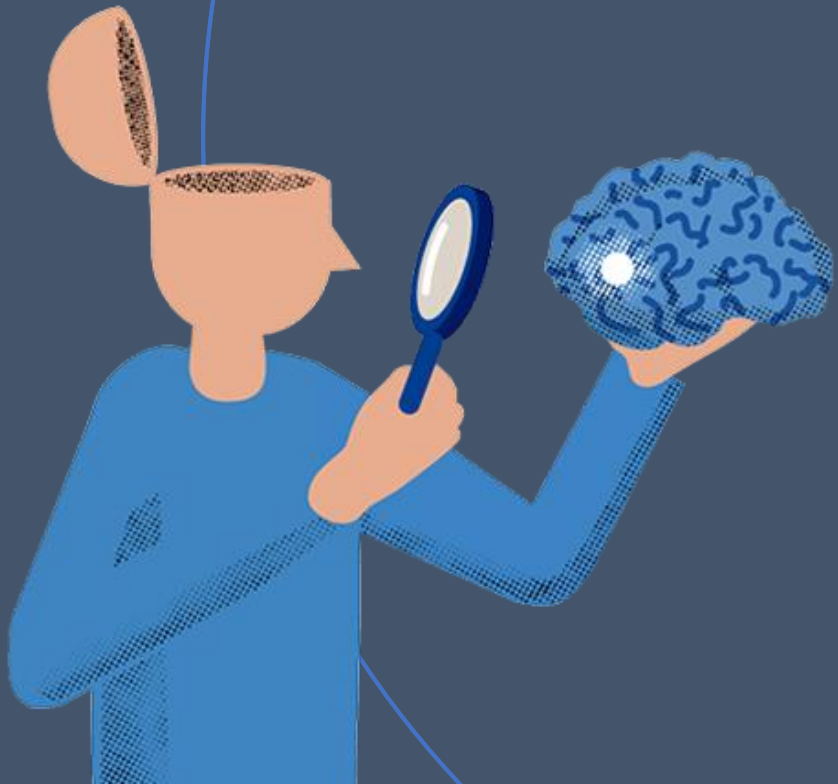
Subtle verbal or nonverbal insults, indignities, or denigrating messages directed toward an individual due to their marginalized identity. Often committed by well-intentioned people who are unaware of the hidden messages conveyed or the impact of their statements.

IMPLICIT BIAS

Subconscious attitudes, perceptions and stereotypes that influence our understanding, actions, and behavior when interacting with various identities.

<https://ready.web.unc.edu/section-1-foundations/module-4-implicit-bias-microaggressions/#:~:text=Implicit%20biases%20are%20developed%20through,and%20others%20with%20marginalized%20identities.>

What are Microaggressions





[How Microaggressions Are Like Mosquito Bites - Same Difference](#)

What Are Microaggressions?

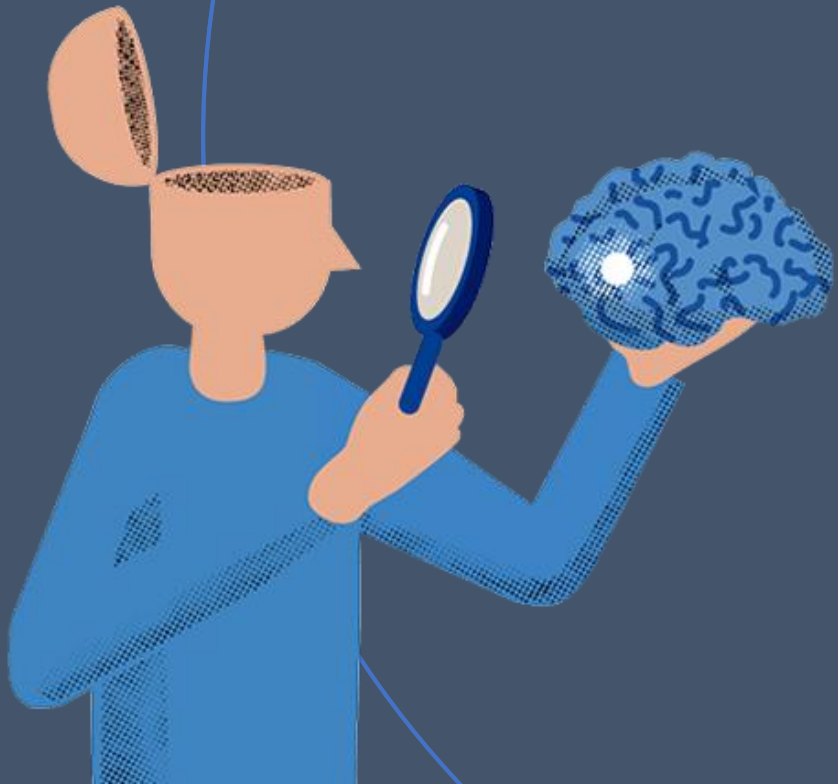
- Definition:
 - a statement, action, or incident regarded as an instance of indirect, subtle, or unintentional discrimination against members of a marginalized group such as a racial or ethnic minority.
 - Occur casually and frequently
 - Generally the result of unconscious biases
 - Can be slights, indignities, putdowns or insults
 - May be intentional or unintentional; overt or subtle
- Sometimes meant to be a **compliment** or **joke** but contain a

• **HIDDEN INSULT**

Categories of Microaggressions

	Microassaults	Microinsults	Microinvalidations	Environmental
Delivery	Overt	More subtle	Subtle	Both
Intent	Intentional	Both	Both	Both
Example	Derogatory term used towards a specific group	Suggesting women or people of color being hired due to affirmative action	Suggest someone's "oversensitive" reaction to racist comment	Negative representation of people of color in film and media

Call to Action



3 Roles of Microaggressions

- Each participant has a responsibility to identify, address, and learn from an instance of microaggression:

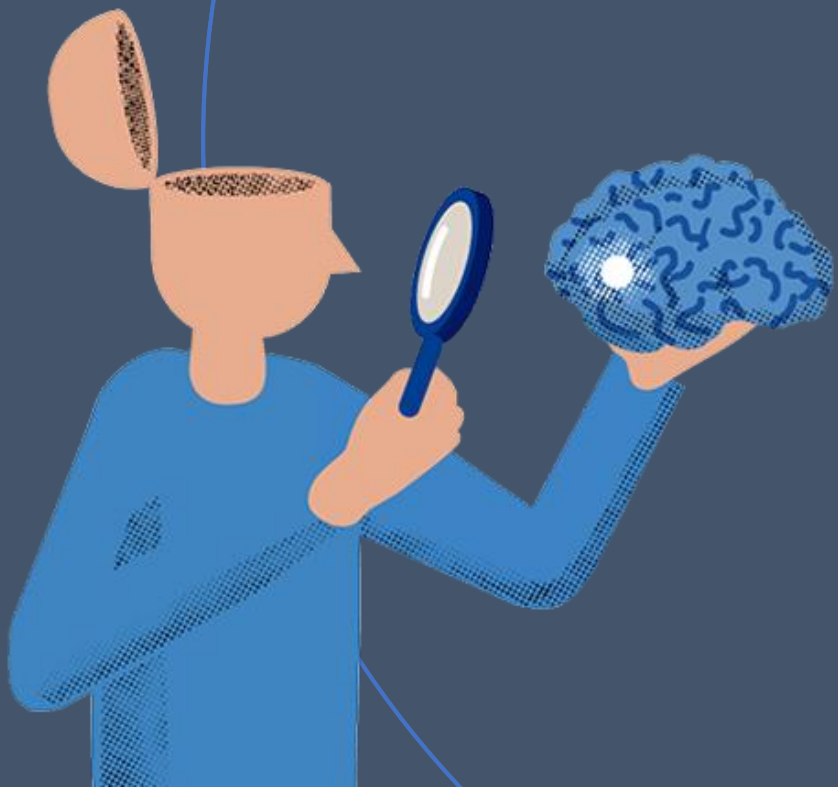
Aggressor	acknowledge fault; accept feelings of target [Note: most (unintentional) aggressors have a self-concept of believing in fairness and equality]
Target	speak up; dispel stereotype; try to avoid emotional reactions
Bystander	speak up; disagree, be an ALLY

The Target and Bystander are responsible for making it know that the microaggression is not acceptable in social norms.

Calling Out, In & On

- Aggressor
 - Call out – “I’m always right”
 - Call in – When the time is right, ask how do you correct your mistake
 - Call on –
- Target
 - Call out – “I can’t believe you just said that!”
 - Call in – “I’m curious. What was your intention when you said that?”
 - Call on –
- Bystander
 - Call out – “Nope!”
 - Call in – “How do you think it made them feel/ Why do you think this caused conflict?”
 - Call on –

Activity



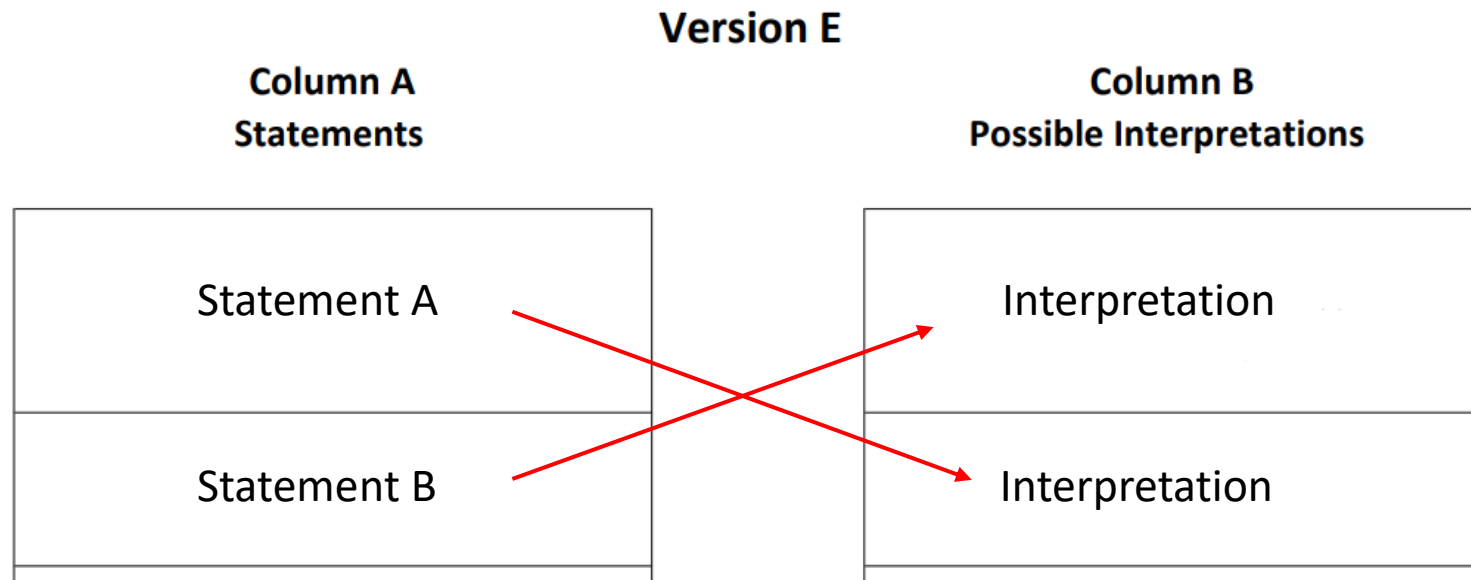
Purpose of Activity

- To recognize common microaggressions
 - The examples in the breakout groups were experienced by some of your fellow co-workers in the office
- To increase awareness of the effects your words have on others
- To better relate to your co-workers and managers
- To be comfortable with addressing microaggressions

• KEEP IT REAL!

Activity Part 1: Instructions

- In the handout, read each statement in Column A. Think critically about how a person could interpret the statements as a “put down.” Then, draw a line connecting the statement from Column A to what you believe is the best possible interpretation from Column B. Be ready to explain each choice.



Activity: Interpretation, Intent, and Impact Worksheet

Column A: Statements	Column B: Interpretations	Column C: Possible Intent	Column D: Possible Impact
“Being gay is just a phase”	You are lazy		
“Why are all Black women so loud?”	Your identity is invalid		
“That’s so retarded”	Feminine traits are undesirable		
“You can succeed if you try hard enough”	You should assimilate to the dominant culture		
“Where are you really from?”	People with disabilities are less important, likeable, and competent.		
“You throw like a girl”	People of color can't really be from the US		

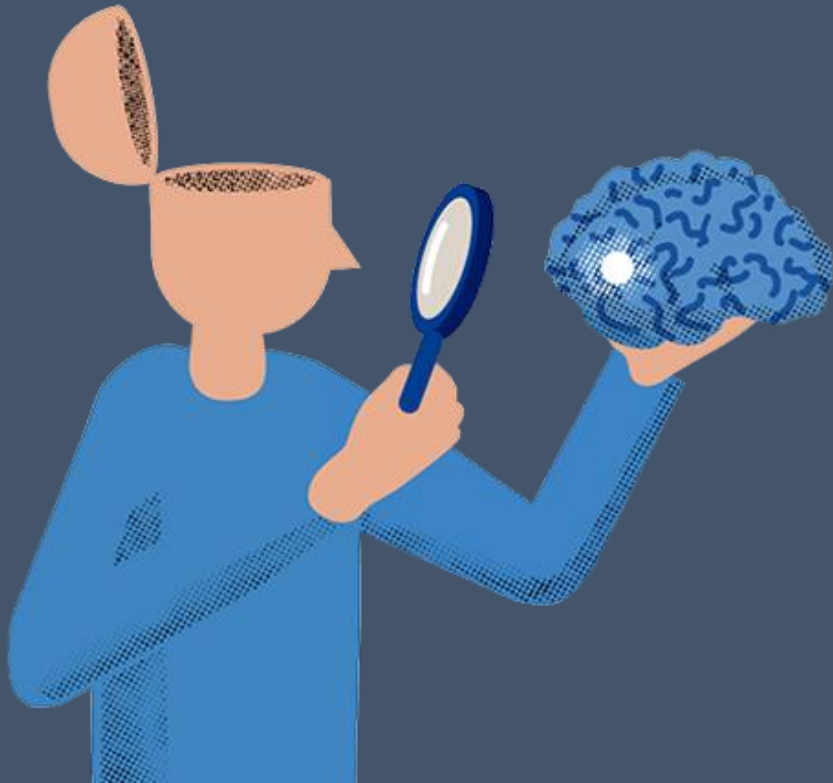
Activity: Possible Answers

Column A: Statements	Column B: Interpretations	Column C: Possible Intent	Column D: Possible Impact
“Being gay is just a phase”	Your identity is invalid.	Your angst will pass.	How you feel/your identity is not valid or real.
“Why are all Black women so loud?”	You should assimilate to the dominant culture.	You are making me uncomfortable.	The way you act is bad, weird, and inappropriate.
“That’s so retarded”	People with disabilities are less important, likeable, or competent.	That is stupid.	All people with different intellectual abilities are stupid.
“You can succeed if you try hard enough”	You are lazy.	Try harder, you can do it.	You are being lazy, like others of your kind.
“Where are you really from?”	You are not American/People of color can't really be from the US.	I'm interested in you.	People like you are not real Americans/not my equal.
“You throw like a girl”	Feminine traits are undesirable.	You can't throw.	Throwing like a girl is bad; you are incompetent.

Activity Part 2: Instructions

- After you have finished matching the statements with the interpretations, Discuss how you would call out/call in someone who made this statement & rewrite the statements so that they do not contain a hidden or negative message.
- EXAMPLE:
- • “How long have you been in this country?” implies that the speaker believes the person was born in another country.
 - How would you call out/call in someone who made this statement?
 - How can reframe this statement?

Summary/Reflection



Let's take a breath and reflect

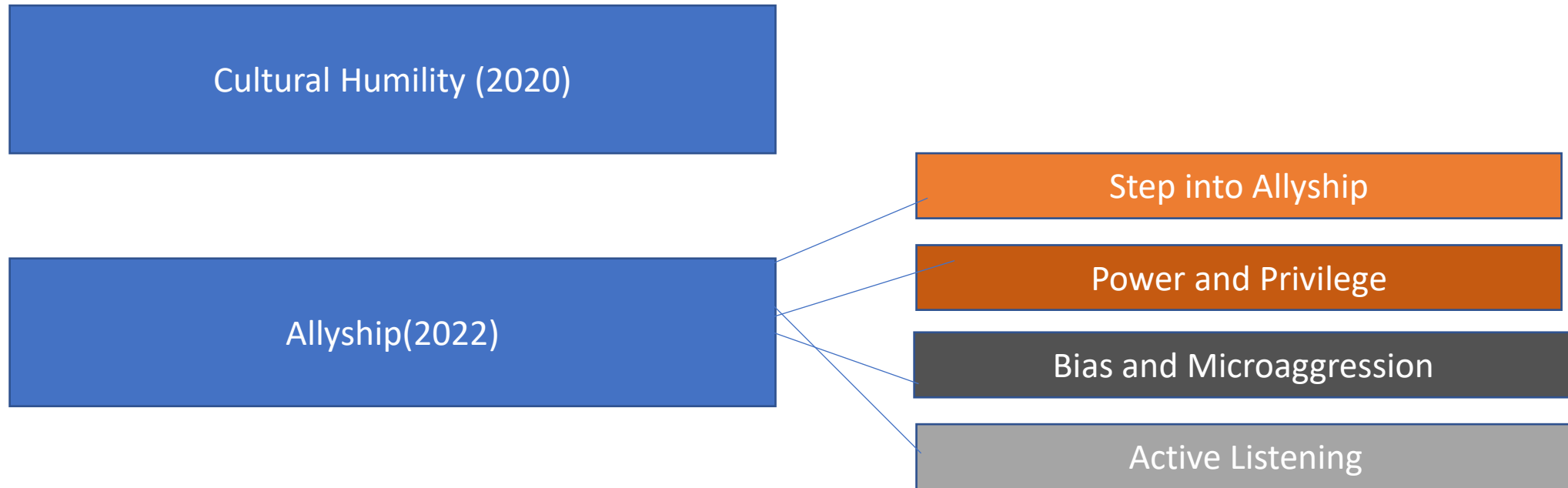
- There is a lot of information but it may take time to sink in
 - Alvin Poussaint refers to the cumulative impact of experiencing microaggressions as “death by a thousand nicks.”
- How does this make you feel or think differently about the impacts of microaggressions vs blatant discrimination?
- What are some of the aha moments for you?
- What do you think are the easiest concept to implement?
- What do you think will be the most challenging concept we spoke about today?

Chesapeake
Bay Program Allyship
Series

December 2022

Active Listening

CBP Diversity and Inclusion Workgroup Training History



Objective of course

The purpose is to understand, practice, and incorporate the role of an active listener into your daily routine.

Course Content

- What is active listening?
 - Actively listening with empathy
- Why should we care about active listening?
- Tips on how to actively listen
- Verbal and non-verbal cues
- ~Break~
- Active Listening Exercises
- Group Discussion
- Five Techniques to Practice Active Listening

What is active listening?

- The ability to focus completely on the speaker, understand their message, comprehend the information, and respond thoughtfully.



Let's take active listening a step further: Listening with empathy

Listening with empathy is when you listen to understand.

- Think of *listening when someone shares a personal story*. In this type of listening, you're **focused** on the other person, instead of yourself.
- Listening until we understand how a person feels and/or understand what they think about the topic of discussion.
 - NOT assuming how **they** think or feel about a topic based on **our** background.





USA

Communication Skills: Empathetic Listening - Inside Out, 2015

Listening with empathy: **Inside out**

- Why was Joy's reaction not productive? What were they trying to accomplish?

• Why

ess' react

g Bong m



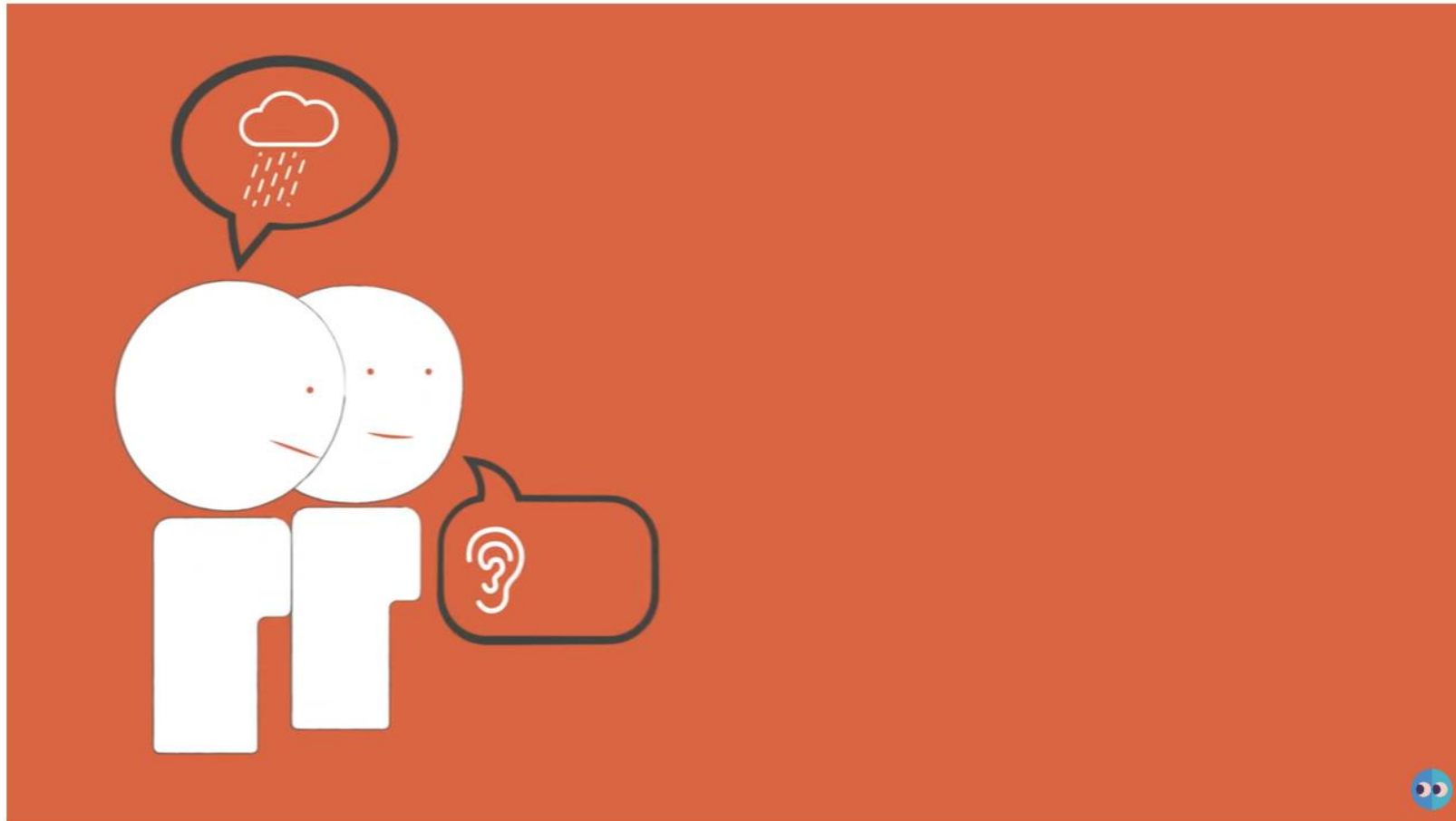
Listening with empathy is the ability to imagine we **are** the speaker in **their** situation, **not us** in their situation.

Benefits of active listening:

Why should we practice it?

- Active listening builds interpersonal relationships and establishes closer connections.
- **Active listening helps:**
 - A person feel valued
 - Gain a deeper understanding of your coworkers.
 - Establish trust and rapport
 - *Resolve or avoid* misunderstandings and/or assumptions before they turn into something bigger
 - Demonstrate empathy.
 - Increase productivity in the workplace
- **At work:** Key part of **conflict resolution, problem solving, meeting facilitation, collaboration and receiving/offering constructive criticism.**

Tips on how to actively listen:



Tips on how to actively listen: *Takeaways*

- Ask **open-ended questions** to learn more.
- **Paraphrase and summarize** what the other person is saying to make sure you fully understand.
- Practice **non-judgmental listening** by setting aside their own [biases](#) or points of view.
- **Demonstrate patience** by focusing on the other person, instead of your own thoughts.
- **Provide Feedback:** Exhibit positive, [nonverbal communication](#) like eye contact and leaning in, along with thoughtful verbal feedback.
- **Put it away!** Avoid distractions and multitasking.

Be HERE now. Be in the moment.

Let's dive into:

Positive Verbal and non-verbal cues

Cue = Feedback to a person's message.

VERBAL

- “Tell me more about...” , “I see.”, “I agree”
- Ask open questions (ex “What happened next?”, “What motivated you to do that?”)
- Ask for clarification when needed (ex “I’m not following, could you explain...”)
- Be mindful of tone

Virtual Verbal Cues:

- Encourage people to use the chat to speak up
- Be engaged to ask questions.

NON-VERBAL

- Direct eye contact
- Nodding head
- Good posture
- Minimize multitasking
- Avoid or ignore distractions
- Taking notes where appropriate

Virtual Non-Verbal Cues

- Using reaction buttons on teams
- Turn camera on during discussions, introductions, asking questions, etc.



The Big Bang Theory Active Listening - english sub

Verbal and non-verbal cues

Cue = Feedback to a person's message.

- Which nonverbal cues did you notice?
- Which verbal cues did you notice?
- How did Sheldon react to Amy's cues?
- What did you notice about Amy's tone?



ANY QUESTIONS?



10 MINUTES BREAK

Group Agreements

Getting in the Active Listening Mindset

- Keep Open Mind, Reduce Your Bias, and **BE RESPECTFUL**
- **Consider How You Relate To The Other Person** (ex: does your role create a power dynamic)
- Enter Conversations Without Assumptions - **PAY ATTENTION** to your words
- **Bring Your Curiosity**
- **Prepare to Participate** (ex: review materials before/bring pen and paper to take notes)

Be HERE now. Be in the moment.

Exercise 1 (*In Person and Virtual*): Listening to Understand

Goal:

1. Quiet urges to interrupt
2. Shift internal dialogue from focusing on yourself and what you want to say next to focusing on the speaker and trying to understand what they're saying.

Techniques Practiced:

- Not interrupting,
- quieting internal dialogue,
- pausing,
- removing distractions,
- Paraphrasing the message,
- Clarifying the message

Exercise 1 (*In Person and Virtual*): Listening to Understand

Instructions

1. Break into pairs. **One person is the speaker, one person is the listener.**
2. The speaker will choose a topic and **begin speaking for up to three minutes.**
3. The **listener will focus on the speaker** for the three minutes with the goal to absorb and understand the speaker's message.
 - **NO** verbal cues, no comments, no questions.
 - Think about *“What aspect of the speaker’s message is most interesting to them?”*, *“What aspect of the message most interests me?”*, *“what is the main theme of the message?”* and *“what are the key takeaways from the speaker’s message?”*
4. After the speaker has finished, the listener will be able to briefly **share what they think they heard the speaker say** (paraphrase) using “lead ins” like “I think I heard you say...”.
5. Once the listener has finished paraphrasing, the speaker will have the opportunity **to confirm the message or clarify any misunderstandings.**

Exercise 1 (*In Person and Virtual*): Listening to Understand

Conversation Starters:

- Who is your longest friend? Where did you meet them? What do you appreciate about them?
- What were you really into when you were a kid? Why did it capture you? Discuss.
- What three words best describe you? Why?
- What would be your perfect weekend? Talk your way through that perfect weekend.
- If you opened a business, what kind of business would it be? What draws you to that idea?
- What is the strangest dream you have ever had?
- Describe a controversial opinion that you have.
- Who in your life brings you the most joy? How?
- Who had the biggest impact on the person you have become? How has your life changed because of them?
- What are some things you want to accomplish before you die? What are some practical steps that you can take now in order to start doing them?
- Describe a book that's had an impact on your life. What was the impact and how is it affecting you today?
- If you could call up anyone in the world and have a one hour conversation, who would you call? What would you talk about?
- Imagine that time freezes for everyone but you for one day. What do you do?
- If your mind was an island, what would it look like? Walk me around that 'island'.

Exercise 1 (*In Person and Virtual*): Listening to Understand

Discussion Questions:

For Listener:

- How did it feel to not have the pressure to contribute?
- What did it feel like to not be able to ask questions when you wanted clarification? What kinds of questions might you have asked?
- Discuss what happened to your internal dialogue? Did you actually need to plan your response? Why? Why not?

For Speaker:

- How did it feel to not be interrupted?
- How did it feel to have someone's full attention?

Group discussion

- Was it easy or hard to actively listen?
- When do you notice someone isn't paying attention and how do you rope them back in?
- What non-verbal and verbal cues make you feel most heard?
- When do you feel you should speak up? When do you feel you should make space for others?
- How did you feel as that person being listened to?
- What was the most challenging part about active listening?

Summary:

Five techniques to Improve Active Listening Skills

1. Avoid interrupting
2. Listen without judgment
3. Paraphrase and summarize
4. Model positive nonverbal behavior

Tip: If you're meeting virtually, like during a video conference meeting, smile and nod along while the other person is speaking. Avoid multitasking or looking off screen—instead, keep your video on and your attention on the speaker to show you're engaged.

5. Ask specific, open-ended questions

Allyship Series Conclusion

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Please Consider Providing Feedback

Thank You WD Diversity and Inclusion Workgroup Members for sharing slides and inspiration