

**LEADERSHIP TRAINING INSTITUTE
MISSOURI DEPARTMENT OF MENTAL HEALTH**

DIVERSITY AND LEADERSHIP

BY:

MISSOURI INSTITUTE FOR MENTAL HEALTH

UMSL PUBLIC POLICY ADMINISTRATION PROGRAM

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DIVERSITY AND LEADERSHIP

- “The Politics of Hate, Difference and Justice”
 - Adriano Udani, Assistant Professor of Political Science
 - Tabari Coleman, Education Director, World of Difference Institute at the Anti-Defamation League

DIVERSITY AND LEADERSHIP

- What do these terms mean to us?

- Identities
- Socialized to think about difference and conflict
- What is my role to confront bias
 - With others
 - With myself

This training will not be:

- What is diversity; how diverse the world is;
- What is a leader; what a leader should be

My goals are a bit more simpler and personalized

- What you think is diversity and whether it is important to you – to recognizing the different identities we have – the ones we pay attention to and the ones we often overlook
- Reflect on our childhood and growing up
- What is your role to confront bias

AGENDA

- Welcome
- Identities and socialization
- BREAK
- Microaggressions
- BREAK
- The roles we play in confronting bias/prejudice

GROUP GOALS AND RULES

- Training goals
 - To foster safe and respectful environment
 - To encourage learning and reflection
 - To learn from mistakes
 - To hear different perspectives respectfully
- Respect guidelines
 - Try to assume good intentions and will
 - Use "I" statements, not "you" statements
 - Language is meaningful
 - "Oops" and "ouch"

The Oops & Ouch rule, er, norm, is an invaluable tool in groups and meetings. The idea is simple: If I say something that I subsequently wish I could take back, I am encouraged to say, "Oops." Think of it as a verbal Mulligan. A second chance to make a first impression. Likewise, if I am hurt, offended or in any way negatively impacted by something someone else says or does, I let it be known not by screaming, pointing or demanding an immediate letter of resignation but rather respond, "Ouch." Instead of kicking the desktop computer (here, symbolizing our meeting) to the floor in frustration at its refusal to cooperate, this norm allows us to do a calm *Control + Alt + Delete* and reset relations.

IDENTITIES AND SOCIALIZATION

- Who Am I?
 - ▣ Write down four identities that describe yourself and make you most proud (2-3 minutes)

 - ▣ Meet and introduce yourself to at least four other people

IDENTITIES AND SOCIALIZATION

▣ Identities

IDENTITIES AND SOCIALIZATION

- Cycle of Socialization

IDENTITIES AND SOCIALIZATION

- I will share four categories that define personal identity. Please draw symbols that represent each aspect of identity in your own life. You may draw anything that has meaning for you. You do not have to draw a symbol for each category; however it is strongly encouraged. Your symbols/drawings will be seen later in the activity by the rest of the class
- For each drawing, you will have 3 minutes for each drawing. Please note: this is not an art lesson, but symbolic “shorthand.” Each person will work alone, and not to comment on anyone else’s work

IDENTITIES AND SOCIALIZATION

- Gender: How does it feel to you to be male/female/ transgender; what have you learned about being female/male/ transgender in our society? Who taught you those things? How were you taught?
- Race: How do you identify yourself racially? What have you been taught about your race? Who or what has taught you about your race?
- Ethnicity/Culture: How would you represent your ethnic or cultural identity? Show how it feels to be a part of your culture. How did you learn about your culture? Who or what were your teachers?
- Ability: How do you identify yourself in terms of ability (physical or mental)? Where have you learned about your abilities? How have they developed? Who have been your teachers? How have you been taught?



IDENTITIES AND SOCIALIZATION

- Hold transparencies up to faces and look through their transparency at group members

- Discussion

- ✎ How do other people look through the transparency?
- ✎ Do you see each other clearly?
- ✎ What effect might this “lens” have on how you view other people and events?

IDENTITIES AND SOCIALIZATION

- The Present
- Exercise to illustrate concepts about similarities and differences
- Build upon our list of identities
- Using our list, please feel comfortable to stand up when a category is called that is important in their lives.
- No one is required to stand. For those that do, please look around and see who is standing/sitting.
- No talking during the exercise

The phrasing for each call is “If _____ is important in the way you identify yourself, please stand up.” Pause 5–10 seconds after students are standing and then say, “Thank you, please be seated.” Call the next category.

Following the stand-ups, ask students some or all of the following questions:

- ✎ How did it feel if you were standing or sitting alone or with only a few other people?
- ✎ How did it feel if you were standing or sitting with the majority of the group?
- ✎ Have you ever been targeted or picked on because of your association with one of these categories? What happened? How did that feel?
- ✎ Discuss how it feels to be considered either “alone” or of the “majority” on campus. How do teachers, administrators and other students treat those students? How does this dynamic affect the school environment?

MICROAGGRESSIONS

- Microaggressions are the everyday slights, indignities, put-downs and insults that people of color, women, LGBT populations and other marginalized people experience in their day-to-day interactions.
- Microaggressions can appear to be a compliment but contain a “metacommunication” or hidden insult to the target groups to which it is delivered. They are often outside the level of conscious awareness of the perpetrator, which means they can be unintentional.
- These messages may be sent verbally (“you speak good English”), nonverbally (clutching one’s purse more tightly) or environmentally (symbols like the confederate flag or using American Indian mascots).

MICROAGGRESSIONS

- Microaggressions in Everyday Life
 - Derald Wing Sue, Columbia University

- Mosquitos

- MTV and Anti-Defamation League's Education Division: Look Different PSA campaign

What are some examples of microaggressions that were revealed in the video?

How are microaggressions communicated non-verbally?

What group or groups of people are microaggressions directed toward?

What does it mean to make the invisible more visible?

MICROAGGRESSIONS

- Turn and talk
- Large group discussion

How did you feel while watching the videos?

Did any of the videos really stand out for you?

Have you experienced a similar microaggression and if so, what happened?

Have you experienced a different kind of microaggression and if so, what happened?

What did the broken glass mean?

What can we do about microaggressions?

ROLES THAT PEOPLE PLAY CONFRONTING BIAS/PREJUDICE

- Bias: An inclination or preference either for or against an individual or group that interferes with impartial judgment
- Prejudice: Judging or having an idea about someone or a group of people before you actually know them. Prejudice is often directed toward people in a certain identity group (race, religion, gender, etc.)

ROLES THAT PEOPLE PLAY CONFRONTING BIAS/PREJUDICE

- Fill out handout
- Small group discussion
 - Count off by 4's
 - Share responses
 - Focus on:
 - When you interrupted an act of bias or prejudice, what motivated you to do so?
 - When you witnessed an act of bias and did not intervene, what motivated you to "stand by?"

ROLES THAT PEOPLE PLAY CONFRONTING BIAS/PREJUDICE

- Large group discussion
 - Which is easier: Interrupting or standing by?
 - What are the consequences of either action?
 - What are some strategies to confront bias?

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ROLES THAT PEOPLE PLAY CONFRONTING BIAS/PREJUDICE

- "The world is too dangerous to live in – not because of the people who do evil, but because of the people who sit and let it happen." —Albert Einstein
- "There was no particular day on which I said, from henceforth I will devote myself to the liberation on my people; instead I simply found myself doing so, and could not do otherwise." —Nelson Mandela
- "Each time a man stands up for an ideal, or acts to improve the lot of others, or strikes out against an injustice, he send forth a tiny ripple of hope." —Robert F. Kennedy
- "Never doubt that a small group of thoughtful committee citizens can change the world. Indeed, it is the only thing that ever has." —Margaret Mead
- "Not everything that is faced can be changed. But nothing can be changed until it is faced." —James Baldwin
- "Let us not forget, after all, that there is always a moment when a moral choice is made." —Elie Wiesel

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