Valuing Diversity & Inclusion with ACPE

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Today We Will

**DIVERSITY & INCLUSION LEARNING MODEL**

- **Experience:** Interacting & Relationships
- **Reflections & Insights**
- **Application:** Organizational Impact
- **Application:** External Relations & Engagement
- **Self-Awareness**
Self-Awareness
“My Diversity Journey”
WHO'S IN THE ROOM

Introduce yourself by sharing...

1. Name
2. Current Role
3. Tenure with ACPE
4. Something invisible about you
**SESSION OUTCOMES & OBJECTIVES**

**DEFINE** Diversity, Inclusion and other terms. What they are and what they are not.

**EXPLORE** our personal diversity and how our diversity impacts ACPE’s environment and effectiveness.

**UNDERSTAND** individual’s role in creating an inclusive environment.

**DEVELOP** the ACPE value case for diversity and inclusion.

**RECOGNIZE** the barriers of valuing diversity – individually and organizationally.

**ESTABLISH** a personal commitment and action plan.
Assumptions

People in this Room:

- Are Good People
- Have Good Intentions
- May not always be sure what D&I really is
- Care about developing others and yourself
- Are all starting our journey from different places and experiences
- Are willing to step outside of our comfort zones
I’m not perfect! I’m defined and perhaps limited by my life, my experiences in life, and my convictions. Because I’m human, and subject to the frailties of being human, there may be times when I do things, or say things that may, from your perspective, be inappropriate or insensitive. I only ask that you accept the real possibility that I’m simply unaware; that you give me the benefit of the doubt, “pull my coattail,” give me constructive feedback… and judge me after I know better! In this way I will learn, we will grow and our relationship will become richer as a result.

- Author Unknown
### Conversation Guidelines

<table>
<thead>
<tr>
<th>Keep Curious</th>
<th>Be Heard</th>
<th>Assume Good Intent</th>
<th>Silence and Set Devices</th>
<th>Be On Time</th>
<th>Confidentiality</th>
</tr>
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<tbody>
<tr>
<td>Be curious, ask questions to clarify, and listen with a willingness to be influenced.</td>
<td>Speak so you can be heard, challenge your own and other’s assumptions.</td>
<td>Assume good intent, be hard on issues, not each other.</td>
<td>Silence and set electronic devices aside.</td>
<td>Be on time from breaks.</td>
<td>Confidentiality – keep it in the room.</td>
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Association for Clinical Pastoral Education

Mission
Advancing exceptional experience-based theological education and professional practice to heal a hurting world.

Vision
We will be an organization where people of diverse faith, traditions, backgrounds, and cultures collaborate to provide innovative experiential education. We will lead in the theory and practice of clinical education for spiritual care. We will promote and broaden the provision of quality professional theological education in a variety of settings.

Collegiality
We value relationships marked by accountability, mutual respect, clear communication and ethical practices that supports personal and professional integration and care of self and others.
ACPE’s Diversity Statement

“We value diversity and stand to educate culturally competent clinical pastoral educators and spiritual care providers. We engage in professional development in order to increase cultural awareness.”
Definition of Terms

Diversity
The full range of human and/or organizational cultural differences or similarities.

Inclusion
A culture or environment of trust, respect, and commitment where everyone is encouraged to contribute to organizational results, leveraging his or her unique talents and background.
WHO is the other person(s)...

what do you see
what do you hear
what do you feel
TED TALK
Prework Discussion
Defining “Diversity” Iceberg

Blue Text = Biological
Black Text = Organizational
Orange Text = Personal/Cultural
Comfort with Differences

“Once we understand each other and are comfortable with our differences, or at least comfortable with our discomfort, then we will be able to look beyond race, gender, religion, and ethnicity……”
<table>
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<tr>
<th>2050</th>
<th><strong>1 in 5</strong> people living in the US will be <strong>Hispanic or Asian.</strong></th>
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<td>438 Million</td>
<td><strong>US population</strong> will increase in <strong>2050</strong> which will be due to immigrants arriving from 2005 to 2050 and their U.S.-born descendants. Hispanics are currently the largest group.</td>
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<td>2045</td>
<td>There will be <strong>no racial or ethnic majority</strong> in the U.S.</td>
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<td>Muslims</td>
<td>Number will nearly <strong>equal the number of Christians</strong> around the world. This is the world’s fastest growing religious group.</td>
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<tr>
<td>1 in 5</td>
<td><strong>Americans (19%) will be classified as an immigrant.</strong></td>
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Activity: Exploring my diversity dimensions

Instructions:

1. Circle 3 dimensions that are important to you and influence who you are and why?

2. Share with a partner the 3 dimensions most important to you and why.
Experience
Interacting & Relationships
VIDEO: Consciously Overcoming Unconscious Bias

what do you **SEE**
what do you **HEAR**
what do you **FEEL**

**Table Reflection**
SHARE INSIGHTS
Micro-Inequities

Subtle messages that build up and have a big impact.

Micro-inequities break connection.
- Tiny, pervasive, cumulative, discouraging
- Often semi-conscious
- Lurking just below the surface
- Built into an organization’s culture
- Lead to damaged self esteem, withdrawal
- Discourage creativity and risk-taking
Micro-messages: Signals we send to one another through our behavior. They are called “micro” because the behaviors are small, although their impact can be enormous.

Micro-inequities: Micro-messages we send other people that cause them to feel devalued, slighted, discouraged or excluded.

Micro-affirmations: Micro-messages that cause people to feel valued, included, or encouraged.
Share:
A time when you experienced a micro-inequity that bothered you.

1. What did you do in response to the micro-inequity (i.e., Did you speak about it directly to the person, stay silent, complain to others...)?

2. Next, take turns discussing an example from the DVD that surprised you or gave you new insight.
Definition of Terms

**Stereotypes**
Judgments made of a group that typically exaggerate a characteristic. Stereotypes often have a negative impact on the person or group that is being categorized.

**Bias**
An inclination to present or hold a partial perspective at the expense of (possibly equally valid) alternatives.

**Generalization**
Most, common, usual, not specific or precise; to infer or derive from particular instances (leaves room for the individual).
1. Have you ever been “caught” by your own stereotyping, misjudging someone because of your erroneous assumptions? What happened? How did it feel? What was the result?

2. Have you ever been stereotyped, misjudged by someone else? What happened? How did it feel? What did you do?

3. How can stereotyping, consciously or unconsciously, impact your team’s ability to perform?
L = Listening
I = Including
V = Valuing
E = Engaging
Case Study
“The Hospital Assignment”

what do you
SEE
what do you
HEAR
what do you
FEEL

Table Reflection
SHARE INSIGHTS
Our intentions when communicating send messages or signals to others, sometimes in ways unintended. People see and hear messages via their own filters, background, and experiences which can alter how the message is received.

**So what happens when your attempts to communicate go a bit awry?**

- Apologize
- Explain Intent
- Listen to Understand Impact
- Ask – What can I do differently?
- Make the adjustment

*Do not become defensive, go into denial or discount the person’s feelings!*
Reflections
Gaining Insights
Who’s In... Who’s Out?

**Insiders**
- Power
- Control
- Information
- Operate off stereotypes
- Numbers generally large
- Less aware of being an insider

**Outsiders**
- Less power, control, information
- Bad information
- Scapegoats
- Very aware of their differences
- Very aware of being an outsider
INSIDERS & OUTSIDERS

Reflection
A leader “knows him/her self”
A leader self-corrects
A leader manages his/her own words and behaviors
A leader seeks to understand
A leader is a peacemaker and coalition builder
A leader is patient with people
A leader is supportive
A leader believes in people at their best
Leaders treat others as they want to be treated… as much as possible
Application
Organizational Impact, External Relations, and Engagement
Organizational Commitment

INCLUSION CONTINUUM

Intolerance
Tolerance
Awareness
Understanding
Valuing
Intolerance

Tolerance

Understanding

Valuing
Way Of Life For Individuals, Groups and Organizations

Learning Begins. Know That You Don’t Know

Less Fear And More Comfort With Diversity

Awareness

Tolerance
Can’t Do Anything About Them Being Here

Intolerance
We Don’t Want You - We Don’t Need You - You’re Not Welcome

INCLUSION CONTINUUM

Organizational Commitment
Impact of Unmanaged Stereotypes & Biases

- Hiring Decisions
- Work Relationships
- Development of People
- Retention
- Teamwork
- Environment
Association for Clinical Pastoral Education

Focus on the following ACPE Strategic Initiatives:

• Increase the number and diversity of certified supervisors in various contexts through a certification process.

• Increase the number of diversity of accredited CPE centers in order to serve the needs of CPE students in various contexts utilizing an accreditation process.

• Provide professional development opportunities to members of ACPE and those organizations with whom we collaborate that utilize content experts from within and outside the association.
**Cultural Norms**
Norms are the agreed-upon expectations and rules by which a culture guides the behavior of its members in any given situation. Cultural norms vary widely across cultural groups.

**Cultural Competence**
The conscious effort of bringing together knowledge about different groups of people -- and transforms it into standards, policies, and practices that work effectively in cross-cultural settings to produce better outcomes.
Etiquette & Behavior
Formal vs. Informal
Liberal vs. Conservative

Roles & Relationships
Egalitarian vs. Hierarchical
Competitive vs. Collaborative

Issues of Time
Task-Focus vs. People-Focus
Punctual vs. Casual

Thinking Styles
Practical vs. Theoretical
Analytical vs. Systematic

Communication Styles
Direct vs. Indirect
Restrained vs. Expressive
Case Study
“An International Group”

what do you see
what do you hear
what do you feel

Table Reflection
SHARE INSIGHTS
Speaking up against bias without blame or guilt:

- Assume good intent and explain impact
- Ask a question
- Interrupt and redirect
- Broaden to universal human behavior
- Make it individual
Inclusive Language - Who is Included?

Who is Excluded?

- Communicate clearly
- Avoid stereotyping and discounting others
- Help people feel they are included in your message
- Name and describe people in ways that are accurate, unbiased, and relevant
- If you decide to use humor, select jokes and humor that celebrate our common humanity rather than demean one another for our differences
Your Commitment
- Accountability Partner
- Personal Action Plan
We thank you for your engagement, participation, and contribution to learning.