Welcome KU Staff Summit!

Communicating for Inclusion: Everyday Strategies for Making a Difference

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February 16, 2017
Introductions
Organizational Communication Faculty

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• Assistant Professor at Lawrence & Edwards campuses
• Research: social class, social mobility, inequality, power
• Corporate advertising experience

Angie Pastorek, Ph.D.
• Edwards campus program manager and faculty
• Research: onboarding processes, organizational exit, organizational culture
• Corporate communication experience
Today’s Objectives

• Understand the influence of changing demographics on the workforce and our campus community

• Defining commonplace language

• Practice techniques that enhance cultural sensitivity during coworker communication

• Learn practical approaches that promote inclusiveness in our workplace interactions

• Obtain text and online resources that can help individuals facilitate "conscious conversations"
Starting Point

- We each view the world, ourselves, and others from a particular standpoint
- Everyone is an expert in their own lived experience
- We ALL have been targets and perpetrators of bias and prejudice
- Being mindful of culture and difference is about human dignity and respect *NOT* about being politically correct
Changing Demographics

• U.S. demographics are changing

• Demographic minority groups are more vocal about expectations for fairness and equality

• Value for differences is increasing in society and in the marketplace

• Benefits (creativity, productivity, better quality products/services, less conflict)
Why is it difficult to address issues related to the “-isms” at work?
Obstacles to Valuing Difference

- Addressing difference can arouse negative feelings
- Outsiders within may feel singled out
- Dominant group members feel threatened or guilty
- Perceptions of hyper sensitivity/insensitivity
- Communication withdrawal
- Fear of stigma or offending others
Cultural Competence Continuum
(Georgetown University; based on Goode, 1989)

- Cultural Proficiency
- Cultural Competence
- Cultural Pre-Competence
- Cultural Blindness
- Cultural Incapacity
- Cultural Destructiveness
• Cultural Destructiveness

• See the difference

• Seek to destroy or eliminate the difference

Ex. Nazis in Europe

*Government raids on US employers that employ low-wage undocumented immigrants, then deport undocumented workers.*
• Cultural Incapacity

See the difference -> Make it wrong

An employer who will only recruit from “top business schools” or elite private colleges.

Requiring transgender students to use the bathroom that corresponds to their biological or assigned sex rather than their gender identity.
• Cultural Blindness

Act like there is no difference

• “I don’t see color / race.”
• “We’re all the same.”

• Failing to provide materials in the primary language of a group of organizational members.

• Making recruiting trips to historically black colleges and then not making funds available to help students needing financial assistance with GRE costs and application fees (etc.)
The Whiteness Project

Discussion Question

• How might **privilege** be playing a role in this response?

“I just don’t buy into the nonsense about discrimination.”
• Cultural Pre-Competence

Recognize and accept difference, but may not know how to respond to it.

• Having an international student in your class for whom English is a second language, failing to identify best way to support the student.

• Having a student in your building who uses a wheelchair or walker.
• Cultural Competence

Accept, understand and respect/appreciate difference.

Creating learning experiences and environments that encourage cultural awareness and stimulate development or cultural competence - and proficiency.
4 Dimensions of Cultural Competence
(Source: California State University)

1. Awareness of one’s own cultural worldview
2. Recognition of one’s attitude toward cultural differences
3. Realization of different cultural practices and worldviews
4. Thoughtfulness in cross-cultural interactions.
• Cultural Proficiency

Respond positively and affirmatively to all forms of difference in a variety of personal and professional situations (with students, staff, other faculty, community members).

• Noticing
• Engaging
• Affirming
• Supporting
• Advocating
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We are Always Communicating
More Than We Think
(based on Craig, 1999)…

Noticing that the videos your professor shows during a unit on team leadership all feature only white men

Having an HR person say to you - multiple times during an in-person screening interview - “If anything comes up on the background check, don’t worry – we can work through it.”

Overhearing peers in the hallway talking about the need to build a wall to keep out “illegal aliens”
Intent vs. Impact

• Good intentions can still have a negative impact

• Regardless of intentions, we are responsible for the pain we may cause
Microaggressions Defined

Brief and commonplace daily verbal, behavioral, or environmental indignities, whether intentional or unintentional, which communicate hostile, derogatory, or negative slights, invalidations, and insults to an individual or group because of their marginalized status in society.

(Sue, 2010)
Hierarchical Microaggressions

The everyday slights found in organizations that communicate systemic (de)valuing of a person because of the institutional role held by that person (Young, Anderson, & Stewart, 2014)
Like drops in a bucket...

hierarchical microaggressions

microinvalidation

microinsult

microassault
Microaggressions can lead to:

• physical and mental health issues
  – (Clark, Anderson, Clark, & Williams, 1999, Sue, Capodilupo, & Holder, 2008)

• a hostile and invalidating organizational climate (Solórzano, Ceja, & Yosso, 2000)

• lower work productivity and problem-solving abilities (Dovidio, 2001; Salvatore & Shelton, 2007)

• inequities in education, employment, and health care (Purdie-Vaughns, et al, 2008; Sue, 2010)
Why employees don’t speak up…
(Pastorek, 2015)

1. Fear of retaliation
2. Don’t want to “rock the boat”
3. Not my place
4. Not my responsibility
5. Distrust of human resources (HR)
6. Feels like now is not the time – Deferring to organizational needs
7. [Won’t make a difference, skepticism]

Experiences of Those Who Spoke Up:
• Silenced (implicit or explicit threat)
• Told “There’s nothing we can do”
• Told that area of concern is not important
Practical Strategies

- Mindfulness
- Media Literacy
- Networking
- People FIRST Language
- Cultural competence

Rock Chalk Call-to-Action

Build skill in recognizing hidden biases in individual behavior and organizational processes, policies and structures:

- As **unintentional perpetrators**, build awareness of our own biases, take responsibility and be open to feedback
- As **bystanders**, develop response strategies from which to choose in the moment to help reduce uncertainty and make taking action (at least a little) less stressful
- As **victims**, develop support networks and coping mechanisms, learn your rights and process for grievance
- As organizational **members**, take opportunity to speak up about the value of diversity and willingness to **advocate** for it in student recruiting, staff hiring and promotion, program funding decision
Case Study Exercise

- Break Up Into Small Groups
- Read Your Scenario
- Discuss and Take Notes on the following:
  - What “-ism(s)” is represented in your scenario?
  - What are 2 possible responses?
  - Which one would you choose?
  - What are possible consequences of this response?
- Share with the larger group
Review

• Changing Demographics
• Obstacles to Valuing Difference
• Cultural Competence Continuum
• Microaggressions
• Practical Strategies for Inclusiveness
• Rock Chalk Call-to-Action
• Informational Resources
Interested in learning more?

March 2017 Link & Learn
• Politics and Professionalism: Navigating the Hidden Dynamics of Workplace Culture
  – Facilitated by Angela N. Gist, Ph.D.

April 2017 Link & Learn
• Asking the Right Questions: Powerful Skills for Building Relationships, Framing Problems, and Advancing Your Career
  – Facilitated by Angie Pastorek, Ph.D.

May 2016 Link & Learn
• “Where are All the Women Leaders?”: Strategies for Overcoming Unconscious Bias in Hiring, Performance Evaluation, and Promotion Practices
  – Facilitated by Angie Pastorek, Ph.D.

Free: http://edwardscampus.ku.edu/link-and-learns
“People fail to get along because they fear each other; they fear each other because they don't know each other; they don't know each other because they have not communicated with each other.”

~ Martin Luther King, Jr.