

## **Summary Report: UC VOICE Grant**

“It’s Time to Talk and Listen: Train-the-Trainer Skills Workshop for Diversity Dialogues”

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### **Overview**

While diversity has consistently served as a core institutional value at UCSF, best practices require university leaders to have the necessary tools to engage in critical dialogues and address local needs to support equity and inclusion. In addition, the socio-cultural climate in recent years surrounding the Movement for Black Lives combined with ongoing overt violence, racism, and prejudice impacting Black, Indigenous, Latinx, Asian, LGBT, and other resilient communities has amplified the need for institutional awareness and action. With the support of the UC National Center for Free Speech and Engagement’s Valuing Open and Inclusive Conversation and Engagement (VOICE) Grant Program the proposal, “It’s Time to Talk and Listen: Train-the-Trainer Skills Workshop for Diversity Dialogues,” served to provide an advanced diversity workshop series based on the book and facilitated by authors Dr. Anatasia Kim and Dr. Alicia del Prado.

The the aim of these workshops were to support a cohort of diversity champions with effective tools to further communication skills for navigating diversity dialogues, addressing microaggressions, and responding critical incidents. Workshop participants included 30 UCSF staff and faculty stakeholders who attended a two-part, two hour workshop. Outcomes were measured using pre and post-test assessment to explore participant confidence in engaging diversity conversations, workshop objectives, and overall satisfaction.

### **Workshop Objectives:**

1. Educate participants on the eight step Kim Constructive Conversation Model
2. Provide participants with practical tools for engaging in discourse centered on diversity, equity, and inclusion
3. Provide participants with practical tools for communication to address microaggressions and bias
4. Equip participants with the necessary skills to further educate the campus community on the Kim Constructive Conversation Model and communication tools to address microaggressions

### **Introduction:**

Bay Area Psychologists Dr. Anatasia Kim and Dr. Alicia del Prado are the co-authors of, “It’s Time to Talk (and Listen): How to have Constructive Conversations about Race, Class, Sexuality, Ability & Gender in a Polarized World.” The text is grounded in Dr. Kim’s eight step Constructive Conversation Model (KCCM). The embedded exercises within the text allow readers to develop a practical skills-based tool kit that will encourage them to move towards a range constructive conversations centered on diversity themes and beyond. The KCCM is grounded in the tripartite

model of multicultural competence, which includes building self-awareness, increasing one’s knowledge base, and developing skills (Sue & Sue, 2017).

The KCCM is a evidence-based eight-step model designed to support an individual’s knowledge of and engagement within the cognitive, emotional, and behavioral aspects of diversity dialogues. Exploring the KCCM through a personalized lens will allow and individual to better understand their unique challenges and strengths surrounding diversity-centered conversations. The eight steps provide tools for a “constructive” dialogue grounded in thoughtful communication from the initiator that also invites the recipient to engage. In addition, the model provides communication strategies to reduce defensiveness and strengthen or repair relationships. An overview of the KCCM is outlined in the table below.

Table 1: Kim Constructive Conversation Model (KCCM)

KCCM Step	Description
1. Goal	Establish a goal or “why” for the diversity conversation. Reflect on why it is important and what outcomes you are seeking/hoping for.
2. Barriers	Identify both internal and external fears or barriers to engaging in the dialogue or taking action (e.g., internal barrier – fear of saying the wrong thing; external barrier – navigating professional hierarchies or power differentials)
3. Values	Identify your values as a way to ground yourself and to reframe the barriers raised in step two. Some examples of values include courage, integrity, justice, and empathy.
4. Opener	An opening statement helps to initiate dialogue, set intentions, and provide a foundation for the receiving individual. Effective opening statements use “I” statements, contain core values, and invite the listener to participate. An example of an opener may be, “I like to take a risk and share something...”
5. Take Action	The action step is the core of the dialogue. This might be giving someone feedback on unconscious bias, microaggression, or a missed-the-mark moment. Using a “why-me-ask” framework, this direct conversation helps raise awareness to the core concern (why), identifies the impact (me), and invites the receiver to engage in the dialogue (ask).
6. Listen	Listening is a cornerstone of effective communication. In this practice, users are encouraged to listen deeply with the intention to understand.
7. Respond	The speakers response to the recipient is an important component that reflects active listening and outlines next steps. Suggested components to the response include expressing

	appreciation for the speaker, acknowledging what was said, sharing the impact, and identifying hopes for the future.
8. Repeat	The final step encourages thoughtful reflection of the constructive conversation, identifying what went well and opportunities for growth. An individual can rework missteps in the future by returning the dialogue with the same person or take insights into consideration for the future use of the KCCM.

**Methods**

**Participants:**

Workshop participants included staff and faculty members who are actively engaged in diversity, equity, and inclusion in their respective departments or academic programs. Invitations for workshop participants were sent via email and participants were asked to purchase and read the book prior to the onset of the training.

**Pre-Workshop Assessment:**

Prior to the workshop participants completed a pre-workshop assessment that included a demographic questionnaire and self-reported confidence in diversity dialogues, challenges engaging in DEI work, supports to DEI work, and tools needed. Self-reported demographics from the pre-workshop evaluation indicated that of the 30 participants, 83% self-identified as female, 13% as male, and 3% non-binary. The racial/ethnic make-up of participants was 37% White, 34% Black, 19% Asian, and 3% Latinx, Native Hawaiian or Pacific Islander, and other respectively. In addition, 33% of participants identified as members of the LGBTQI community and 13% identified as having a disability.

**Individualized Assessment and Training Plan (IATP):**

Prior to the workshop participants were also asked to complete the Individualized Assessment and Training Plan (IATP), which is an accompaniment to the text framed after the KCCM model. The assessment includes an open text field to identify motivations to engage in constructive conversations, followed by a selection of words classified as “fears” or barriers to difficult conversations. The third section explores various topics that may be experienced as difficult and also explores the relationships (e.g., family member, close friend, or professional) in which conversations occur that could impact their perceived difficulty. A goal of the KCCM model is to support awareness raising to emotional or affective responses, and the fourth section explores the role of emotions in challenging conversations. The fifth section invites participants to select among a range of core values that resonate with them. Moving into the active part of the KCCM model, the next section of the IATP provides a list of sentences framed as “openers” and allows people to select which might be a good fit. Building on self-awareness, the seventh section of the IATP explores communication styles and also specifically reviews how participants communicate around difficult content. The IATP also reviews listening skills, responding to feedback, and outlines the final KCCM step of “reflect-review-repeat”. The IATP closes open

field self-reflection to encourage the participant to summarize insights gained and ways they might apply the learning model.

#### **Educational Strategy:**

Due to COVID-19, the workshops were conducted in an online format using zoom. The curriculum was provided across two, two-hour workshops, scheduled about 3 weeks apart. The workshops were facilitated by Dr. Anatasia Kim and Dr. Alicia del Prado. The first workshop included a range of didactic content, overview of the KCCM, poll questions, and dyad small groups. During the interim between the first and second workshops, participants were asked to reflect on a specific challenging conversation related to DEI to apply the KCCM model to. In addition, they were invited utilize their small group parings as a resource for further practice and discussion. The second workshop focused on solidifying understanding of the KCCM model using relevant case scenarios, small group dyads, and large group reflections. The workshop closed with collective reflections and an invitation to complete the post-workshop evaluation.

#### **Results**

##### **Pre-Workshop Evaluation:**

Overall, participants indicated a high level of knowledge surrounding diversity, equity, and inclusion with 59% of participants indicated they felt “extremely” or “very” knowledgeable. The survey measured participants self-reported confidence in participating in diversity or racial dialogues, facilitating diversity or racial dialogues, and disrupting microaggressions or racial microaggressions. These items strategically explored both diversity and race separately (e.g., “I am confident in my ability to facilitate dialogues about diversity in the workplace” versus, “I am confident in my ability to facilitate dialogues about race in the workplace”). Overall, a majority of participants indicated either “agree” or “strongly agree”, ranging from 58% – 79%. The lowest reported scores were indicated for the question, “I am confident in my ability to facilitate dialogues about race in the workplace.” There were no significant differences found between addressing diversity themes broadly versus racial themes.

Qualitative data was obtained from open field questions surrounding challenges, supports, and skill or tools needed for diversity, equity, and inclusion work. A primary challenge emerged surrounding “white fragility”, or the experience of defensiveness and lack of engagement by white-identified counterparts and leadership surrounding DEI work. A secondary challenge theme for diversity dialogues pertained to power differentials and the challenge of working in professional and structural hierarchies (e.g., giving feedback to people in positions of power above your role). A primary support to diversity work indicated having a community of colleagues and others to partner with, and a secondary support surrounding additional learning opportunities. Overall, participants indicating needing concrete tools and strategies to engage DEI work at a systems level and more practice with facilitating dialogues.

##### **Post-Workshop Evaluation:**

Post-workshop evaluation measured overall satisfaction, workshop objectives, and reassessed participant confidence of participating in diversity or racial dialogues, facilitating diversity or racial dialogues, and disrupting microaggressions or racial microaggressions. Participants rated the workshop very highly across the measures of facilitator effectiveness (“strongly agree” or “agree”, 100%), facilitator knowledgeability (“strongly agree” or “agree”, 100%), applicability to professional work (“strongly agree” or “agree”, 100%), and overall satisfaction (“strongly agree” or “agree”, 93%). Participants also reported gaining knowledge competencies surrounding the KCCM model (“strongly agree” or “agree”, 100%). There were no statistical differences between pre and post-test measures of participating in diversity or racial dialogues, facilitating diversity or racial dialogues, and disrupting microaggressions or racial microaggressions.

### **Discussion**

In an effort to further skill in engaged with diversity dialogues we implemented a two-workshop series centered on the book , “It's Time to Talk (and Listen): How to have Constructive Conversations about Race, Class, Sexuality, Ability & Gender in a Polarized World.” The workshop series was facilitated by co-authors Dr. Anatasia Kim and Dr. Alicia del Prado and the curriculum was anchored in teaching the eight step Constructive Conversation Model (KCCM). Pre and post-test measurements provided insights to participant satisfaction, self-reported confidence surrounding diversity dialogues, and the stated workshop objectives. In the future, this work could have been improved by conducting a needs assessment survey and further tailoring the content to address participant feedback. As such, the workshop could have been structured to address the common challenges surrounding white fragility and power differentials indicated in the pre-survey. Overall, the workshop was effective in providing participants with a structured model to approach constructive conversations about diversity that was anchored in critical self-reflection, emotional awareness, and effective communication tools.

On behalf of the participants, the Office of Diversity and Outreach, and UCSF community at-large I would like to thank the UC National Center for Free Speech and VOICE program for the generous funding that supporting this initiative.