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# THE BYSTANDER CHALLENGE

Moving from Bystander to Upstander

## COMPANION LEARNING GUIDE



BURST VIDEO:

## **Bridging: Toward a Society Built on Belonging**

Narrated by Director John A. Powell,  
Othering and Belonging Institute, UC Berkeley

*REFLECT: What stood out for you in the video?*

*JOURNAL: Consider how you have reacted to "the great change" around us. Journal about how you have managed the natural anxiety you have experienced.*

**DIALOGUE WITH A TRUSTED COLLEAGUE:**  
*How do we, as community leaders, help create an environment that is one of bridging rather than breaking?*



# OVERVIEW OF THE SERIES



We will do all we can to create a psychologically safe space for you so that you can comfortably share your experiences and perspective.

We also ask that you consider the work of Dr. Carol Dweck of Stanford University in taking the approach of a growth mindset as you participate in the sessions. While each of you is an expert, there is always more to learn!

There will be a series of four sessions.

1. **The ARTful Conversation:** You'll learn how to effectively handle challenging one-on-one conversations. This foundational course lays the groundwork for all subsequent sessions.
2. **The Art of Inclusive Communication:** You'll explore strategies and techniques to embrace and promote inclusivity.
3. **The Bystander Challenge:** You'll learn how to empower others to become thoughtful upstanders as one part of creating a sense of belonging in the community.
4. **The Exchange:** You'll learn a conflict resolution process that helps you lead a problem-solving conversation, focused on collaboration and future success.



# Learning Outcomes



**NCRC THE BYSTANDER CHALLENGE**  
Moving from Bystander to Upstander

**Learning Outcomes**  
In this workshop, we will consider the topics of **othering and belonging**.

- Reinforce the important role leaders have in **addressing microaggressions** and **encouraging upstanding**.
- Gain a deeper understanding of the concept of **bridging** and the **leader's role in creating belonging** in the workplace.

**NCRC NATIONAL CONFLICT RESOLUTION CENTER**



**GROUP AGREEMENTS**

- Show respect
- Listen with compassion
- Keep confidentiality
- Share the airtime in breakouts

**NCRC NATIONAL CONFLICT RESOLUTION CENTER**

**The Bystander Challenge** continues our exploration of the leader's role in creating inclusive environments. We recognize the pioneering work of the [Othering and Belonging Institute \(OBI\) at UC Berkeley](#) and draw on some of the work being done there. OBI explores these complex topics in a wide range of arenas. Here is [a simple and concise article on the topic of othering](#) that can serve as a good introduction.

During this workshop, we will look briefly at the overarching concepts and will then focus on how community leaders have the power to co-create a sense of belonging in their community work.

Helping yourself and those around you overcome understandable concerns when faced with situations in which disrespectful behavior has occurred is the first step in creating a sense of belonging. By raising awareness of the experience of others who are targeted as well as upstander actions that can be effective in the situation, each of us can make a difference in helping to create a better environment for all—the kind of communities where people want to live and work!



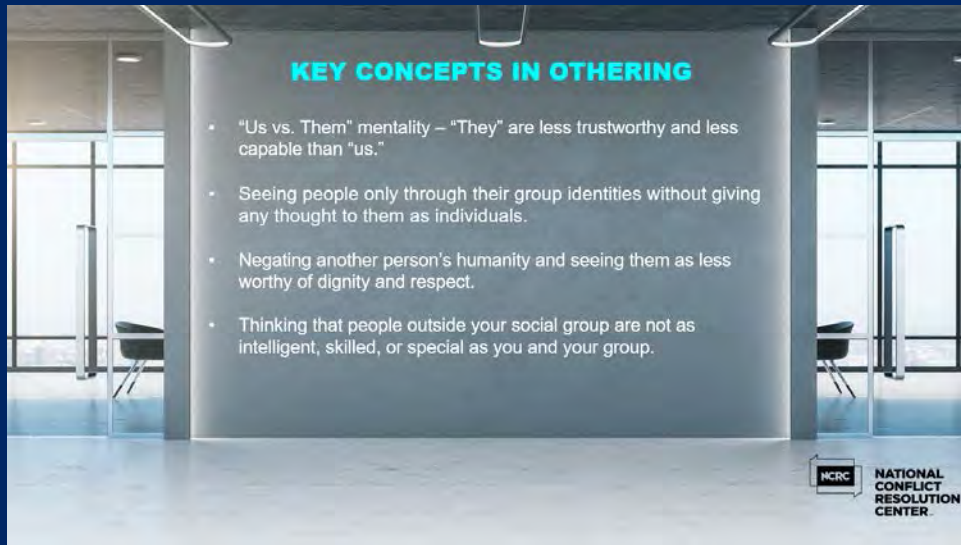
Avoiding the **us/them mentality** is particularly important when we look at working with the diverse individuals who make up our community.

Terms that we will be using to discuss this subject include:

**Othering:** To view or treat (a person or group of people) as intrinsically different from and alien to oneself (Oxford Dictionary).

**Breaking:** Breaking occurs when members of a group not only turn inward toward each other, but also turn against the “outsider” group (john a. powell).

**Bridging:** Bridging occurs when members of a group reach out to connect with people who are outside of their familiar group.



The complexity of the othering concept, particularly on the societal level, is beyond the scope of a two-hour workshop. Othering has been especially prominent in the political divisiveness we are currently encountering. This has spilled over to our sense of community and impacts morale and working relationships in any diverse setting.

The **us vs. them mentality** leads to attributing positive qualities to people who are like you and negative qualities to people who are different from you.

**Negating another person's humanity** also can mean believing that people who are different from you pose a threat to you. Divisive hostilities negate the shared sense of connection that we have toward one another.

Othering means thinking that **people outside your social group are not as intelligent, skilled, or special** as you and your group. We offer this brief overview of othering in preparation for our look at creating belonging in the community work that you do.





## COMMON MICROAGGRESSIONS

- Assumptions about the individual's background
- Questioning the legitimacy of their position or qualifications
- Disregarding their input, suggestions, or point of view
- Backhanded compliments
- Obvious disrespectful comments, tone, or body language

NOTE: Microaggressions can happen to anyone, but the unfortunate reality is that microaggressions are done more frequently to BIPOC individuals, women, LGBTQ + individuals and people with disabilities.



## The Impact of Bullying and Harassment

- ▶ More people are targeted over time, and the behavior of the person responsible escalates in frequency and level of aggression.
- ▶ It causes communication breakdown in the group.
- ▶ The behavior causes psychological harm to the targets and witnesses.
- ▶ It makes everyone feel less safe and that they are likely to be the next target.



According to Dr. Derald Wing Sue, **microaggressions** are the everyday verbal, nonverbal, and environmental slights, snubs, or insults, whether intentional or unintentional, that communicate hostile, derogatory, or negative messages to target persons based solely upon their group membership. See [this article](#) by Dr. Wing Sue about the negative impact of microaggressions on targets. He suggests that there are three types of microaggressions:

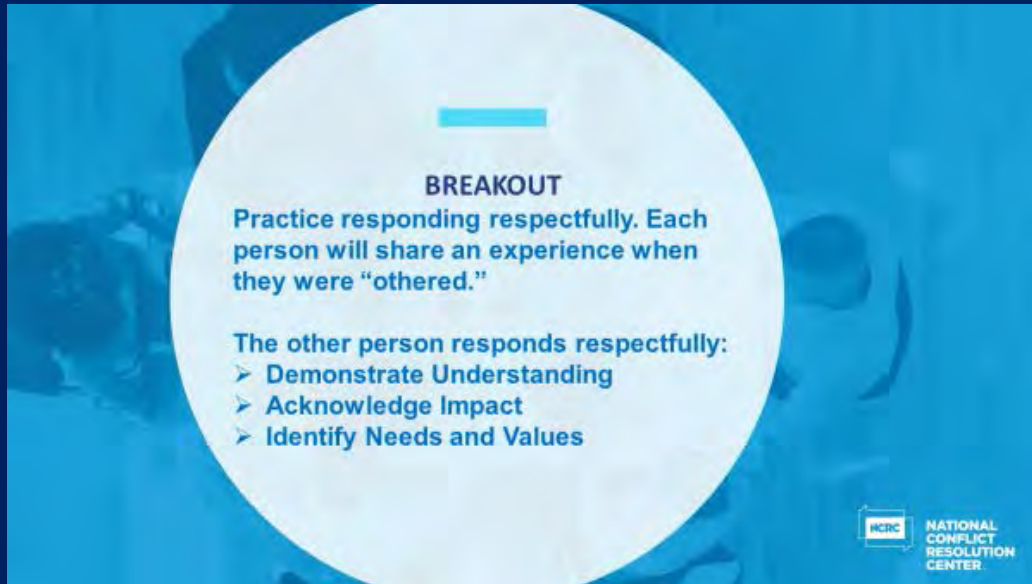
**Micro-assaults** are most akin to conventional racism (or other isms): they are made consciously. They are explicit derogatory actions that are intended to hurt.

A **micro-insult** is an unconscious communication that demeans a person. For example, asking someone “How did you *really* get your job?” may imply that you believe they got the job because of affirmative action or a quota program.

Minimizing or disregarding the thoughts, feelings, or experiences of a person is referred to as **micro-invalidating**. A common example in a collaborative is to ignore a suggestion by a female member in a meeting while reinforcing a male member stating the same thing.

Dr. Wing Sue has written much on this important topic. For further learning, [see this article](#).

# Breakout



This breakout will serve two important purposes. You will have the opportunity to share a time when you felt disrespected or “othered.” Please only share a story that you feel comfortable sharing. Your well-being is important to us.

You will also have an opportunity to do some deep listening to support your partner as they share their story. This RESPONDING RESPECTFULLY exercise will give you a chance to practice the important skills of the ARTful Conversation by actively listening to your partner, without judgment. This support you are giving them is true human-centered leadership, putting people first. It is also an effective way to bridge with them to connect on a human level and find our shared humanity.



## BRIDGING AND BELONGING



### BREAKOUTS

- What stood out for you in the video from the Othering and Belonging Institute?
- What are your greatest concerns/fears in helping community members bridge despite their differences?

## **VIDEO TRANSCRIPT:**

### **Bridging: Toward a Society Built on Belonging**

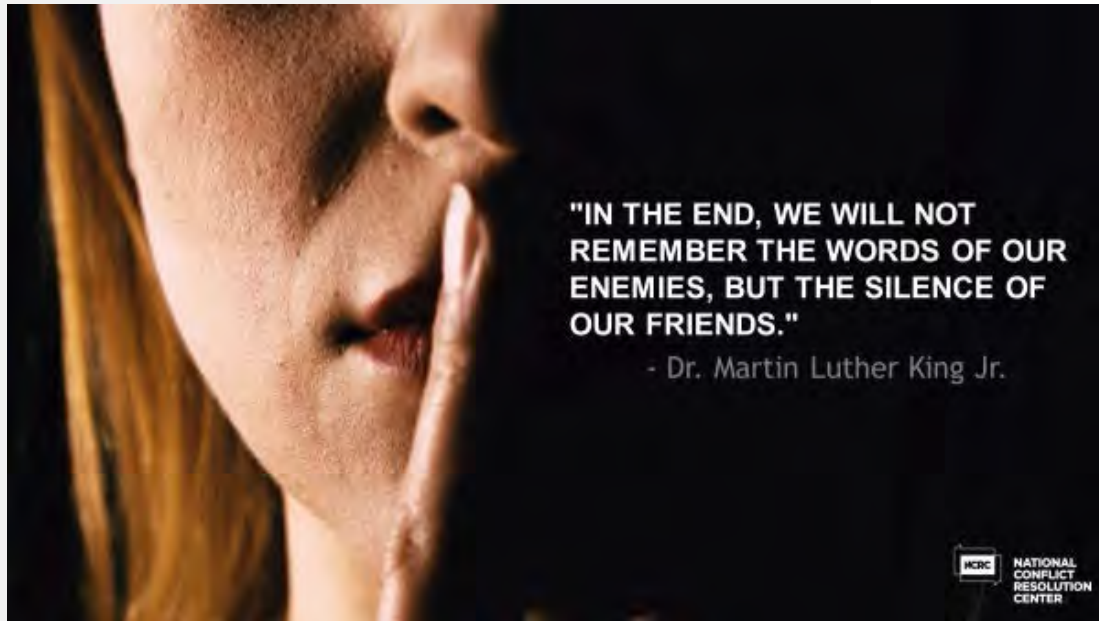
Narrated by Director John A. Powell // Othering and Belonging Institute, UC Berkeley

**Of all the forces shaping politics and power around the world, perhaps none are more important than our sense of who we are, and who we are becoming. We are in a period of accelerated change in at least four areas: globalization, technology, the environment, and demographic change. We can only process so much change in a short period of time without experiencing anxiety, which is a normal biological reaction.**

**But how we respond to this anxiety is social. Our response is greatly shaped by the stories presented by leadership and through culture. These stories speak to our deepest values and our core beliefs about who we are—many of which operate at the subconscious level.**

**We can respond to these changes either as a threat or as an opportunity. The first response is breaking, the latter is bridging. Breaking can create a deep fear of other groups, making it easier to accept false stories of “us vs. them.” Breaking perpetuates isolation, hardens racism, and builds oppressive systems while driving our politics and institutions toward anti-democratic and inhumane practices.**

**The other response is bridging, which calls on us to imagine a larger, more inclusive “we.” When we bridge, we see demographic change and our diverse identities as positive and enhancing who we are. Bridging calls on us to engage in healthy dialogue and requires us to listen deeply. Bridging does not mean abandoning your identity. Bridging means acknowledging our shared humanity, rejecting that there is a “them,” and moving toward a future where there is instead a new “us.” For when we bridge, we not only open up to others: we also open up to change within ourselves—where we can participate in creating a society built on belonging.**



"IN THE END, WE WILL NOT  
REMEMBER THE WORDS OF OUR  
ENEMIES, BUT THE SILENCE OF  
OUR FRIENDS."

- Dr. Martin Luther King Jr.



## REFLECT

Consider if you have ever been targeted for microaggressions and/or bullying. Did the people around you support you or were they silent?

When the National Conflict Resolution Center develops workshops, research into the topic is done, analysis of effective approaches to teaching about the topic is performed, and interviews with people are conducted. For this workshop, many people who had been targeted were interviewed.

What struck us was how often the interviewees commented that the worst part for them was that no one had spoken up, and no one had supported them. This still pained them, sometimes years later. A typical response was "Where were my colleagues? How did they knowingly allow someone to treat me so badly?" The impact of this type of behavior and lack of support is known to cause psychological harm to the **Target**.

Conversely, those who did receive support and alliance were able to move forward more successfully from a generally traumatic event.

This quote by Dr. Martin Luther King Jr., captures this unfortunate experience well.



# Ineffective Responses



**AVOID** The most common reaction when witnessing a microaggression is to avoid the situation. Many don't feel safe speaking out, are afraid that they will be targeted in the future, or feel that they don't have the communication skills to address it. When a leader does this, it implies tacit approval of the action and tells others that this type of behavior/language is acceptable in the group.

**ACCOMMODATE** When bystanders accommodate, they reinforce the behavior in some way, either by joining in or giving excuses for the disrespectful behavior. Accommodation often happens when the **Person Responsible** for the offensive behavior has technical expertise that is highly valued at their work or in their collaborative. However, when one person is allowed to have blow-ups or belittle/attack others, an unfair, unequal, and unsafe environment is created. The leader is communicating that the **Person Responsible** is more important than others and that others' right to psychological safety doesn't matter. The negative impact on morale is significant in these situations.

**ATTACK** Though the **Bystander** may have good intentions in standing up to the **Person Responsible** for the disrespectful treatment, many times these attacks only serve to increase discomfort for the entire group and escalate the situation. When a leader does this, it sends the message that people cannot make mistakes.

Being a bystander on the trolley or in a crowd is substantially different than being a bystander in the intentional communities to which we belong, such as religious groups, collaboratives, workplaces, or social clubs. The key difference is that you know the group and you have relationships with the members. With these relationships, there comes more responsibility to help maintain the good will and dignity of everyone involved.

"The term bystander connotes being a passive observer. You are an active participant each time you choose not to step in. Each choice in not getting involved is reinforcing the behavior, making you not an **innocent bystander**, but an **active reinforcer**."

- Catherine Maltice  
Workplace Bullying Expert





## A LEADER'S ROLE IN CREATING BELONGING

A leader's attitude profoundly impacts whether there will be a culture of othering or a culture of belonging. [Gordon Allport's 1954 research](#) that led to the "contact hypothesis" found that simply bringing different people together was not enough to improve relationships. These settings must meet several conditions to succeed, and leaders play a key role:

- Authority figures support efforts to bridge.
- The people engaging in efforts have equal status.
- The team has interdependent goals they are working toward together.

Further research by [Brewer and Gaertner \(2004\)](#) found that interactions are more effective if they occur in a natural, non-forced setting. **As a leader, do you foster belonging and celebrate differences regularly, including around our political differences?**



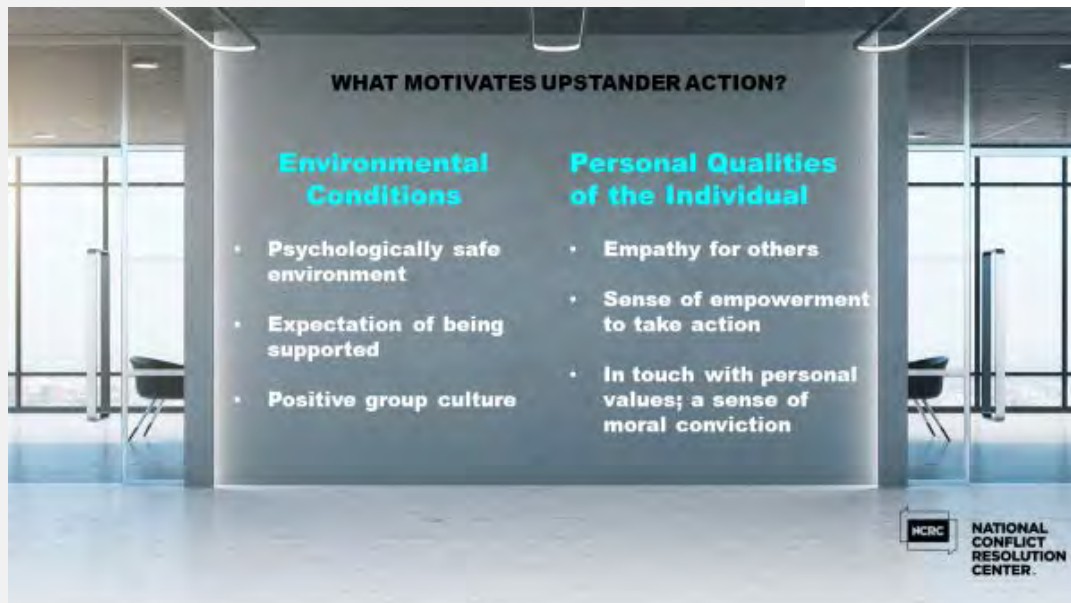
## MOTIVATION TO BECOME AN UPSTANDER

### PERSONAL QUALITIES

Paying attention to how others are treated and using our **emotional intelligence** to **empathize** with the experience of others will be the first step toward action. Then we must feel **empowered** to take that action. Interestingly, according to research by Dr. Adam Zalinsky, Columbia University Social Psychologist, the **biggest factor** that leads people to speak up is their **moral conviction** that they **must** say something. He has traveled the world researching this topic in a wide variety of circumstances, and his findings indicate that this drive to speak up is greatest when we, as moral beings, recognize that our values are being threatened in a given circumstance. So, this is when we are most likely to voice our concerns.

### ENVIRONMENTAL CONDITIONS

The impact of **psychologically safe environments** cannot be underestimated. If we don't feel safe, we will not become an **upstander**. Other factors that have proven to be important in encouraging **upstanders** to speak up include a **positive culture** in which people receive **social support** for being willing to address tough issues.





Acceptance  
Caring  
Competence  
Cooperation  
Courage  
Empathy  
Encouragement  
Fairness

Family  
Fun  
Gratitude  
Health  
Honesty  
Inclusiveness  
Independence  
Integrity

Leadership  
Loyalty  
Open-  
mindedness  
Order  
Patience  
Perseverance  
Professionalism  
Recognition

Respect  
Social Justice  
Spirituality  
Stability  
Teamwork  
Trustworthiness  
Understanding  
Warmth

## FURTHER LEARNING

Understanding how our own values play a role in taking upstander action can be a useful exercise.

Looking at the list of personal values above:

1. Consider which ones resonate with you.
2. Pick the three values that you prioritize in your life.
3. Reflect upon how these values are part of your daily life. How do you live these values?
4. Lastly, contemplate how these values might support you becoming an upstander when someone has been disrespected.

As many of you have already experienced in your community work, simply taking the time and effort to recognize our own value system can play a significant role in helping each of us move from bystander to upstander. This is ongoing work.

# FOUR EFFECTIVE RESPONSES

## FOUR EFFECTIVE RESPONSES

### In the moment

DISTRACT  
DIRECT

### Intervention after incident

DELEGATE  
DIALOGUE



There are four effective interventions by **upstanders**. Two of these interventions are in the moment, and two are done after the situation has transpired.

Depending on the issue, the person's role and their personality, the dynamics of the group, and other factors, there will be an upstander response that can be effective for most situations.

## REFLECT

Think about those situations in which you witnessed microaggressions. As you learn about the four effective methods, reconsider which of these actions might have been effective for you in those situations.

# Effective Responses in the Moment: Distraction



REFLECT

If you were to use the Distraction technique, would you be more comfortable utilizing humor or storytelling?

**Distraction** is a great tool for someone who doesn't feel safe making a direct statement. Often, they want to do something but don't want to be seen as a problem in the group. This is particularly helpful for those who feel that they are low-power individuals who aren't empowered to make a direct statement. Being able to use the distraction techniques might make a difference in the dynamics at the time that the microaggression occurs.

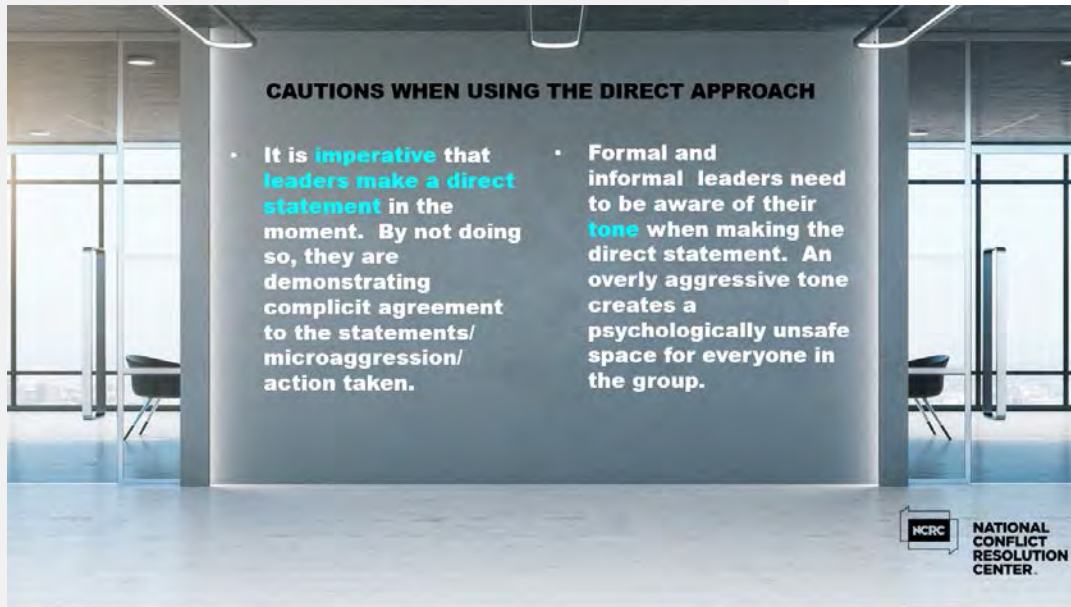
What about leaders using the **Distraction** method? Even though this approach could be an effective response for peer-to-peer interactions, it is generally seen as an ineffective response for leaders because, by not addressing it directly, it could send a message that the behavior is acceptable.

## Types of Distractions used by Upstanders

**Utilizing humor** to lighten the mood. Often self-deprecating humor is used to take the attention away from the offensive comment about the Target and the microaggression that has just occurred.

**Storytelling** to change the focus. The upstander picks up one element of what was said to change the subject ("That reminds me of the time when I went...").



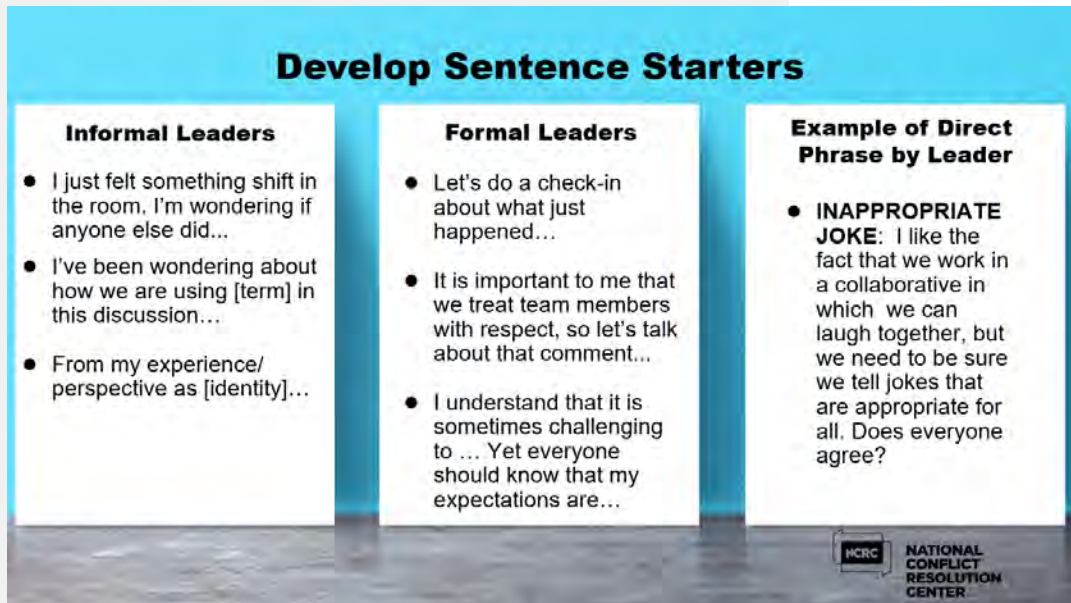


We have found that many people benefit from developing a few “sentence starters.” These sentence starters help them find the diplomatic response even in the heat of the moment. Refining your own to fit your personality, role, and style will help upstanding become natural to you.

Why do we promote a diplomatic approach? Because we find that in order to maintain relationships, in order to have a greater impact, in order to maintain positive group dynamics, and for your own sense of integrity, a diplomatic approach is more successful.

We created [Ten Tips for Managing Conflict](#), which many find useful to reflect upon and alter their thinking about conflict. One that is pertinent here is “*Ask Yourself: How can I tell them what I want to tell them in a way that they can hear it?*”

*WATCH VIDEO OF DISTRACT AND DIRECT*



## EFFECTIVE RESPONSES

### INTERVENTION AFTER INCIDENT

#### DELEGATE

The upstander decides that the best person to intervene is someone else. They delay action until they can request it of that person.

#### DIALOGUE

The upstander has a private, respectful conversation with the person responsible. The upstander is nonconfrontational, shares their own values around how people are treated and considers the person's perspective.



**Delegation** is the decision that the most appropriate person to manage the encounter is not the upstander. In a workplace setting, for example, the upstander may decide to report the situation to Human Resources. In a community or other setting, an upstander may determine that the person responsible may be more responsive to having the conversation with someone else due to the nature of their relationship. Hence, the upstander actively delegates to that person. The upstander and “delegated upstander” may discuss their concerns and work together to find the best approach.

## DIALOGUE WITH THE PERSON RESPONSIBLE

- Opening the Conversation
- Clarifying Your Concern
- Closing the Conversation



## REFLECT

There are three simple steps to this dialogue. Before reading further, consider how you might

- Open the Conversation
- Clarify Your Concerns
- Close the Conversation

## FURTHER LEARNING

### Prepare to Dialogue

There are many benefits to a private conversation. It creates space for more thoughtful dialogue between two individuals. It allows the **person responsible** to express their point of view in a safe way and allows the **upstander** to share their view in a nonconfrontational way.

Thoughtful preparation is worth the effort. These conversations can be challenging, so before addressing the issue, take some time to prepare your ideas and how you want to say things, and consider your own emotions in the situation.

This self-care in grounding oneself before dialoguing will help the Upstander remain rational, thoughtful, focused, and respectful during the conversation.

### EXAMPLE FROM OUR SESSION OF DIALOGUE



[WATCH THIS VIDEO TO SEE AN EXAMPLE OF UPSTANDING](#)



## OPEN THE CONVERSATION

- ✓ Diplomatic
- ✓ Respectful
- ✓ Authentic

## Dialogue: Open the Conversation

How one enters a conversation about someone else's behavior makes a significant difference. If the **Upstander** attacks the Person Responsible, the conversation will likely escalate, with the **Person Responsible** reacting extremely defensively. We often attack out of understandable anger, but channeling that anger often means being strategic rather than "letting it all out." As suggested earlier, we recommend a diplomatic approach in the conversation. This approach often leads to the best outcome.

As with the **Direct Approach**, developing some **sentence starters** helps with opening.

- *I'd like to meet to talk about improving our working relationship.*
- *I wanted to meet to chat about a few things...*
- *Hey, do you have a minute?*

Once in the meeting, building rapport in an authentic way first makes a tremendous difference in creating a comfortable atmosphere. After this, phrases to begin the dialogue that don't start with an attack are helpful.

- *I wanted to talk to you about what happened yesterday.*
- *I have been noticing that ...*

Key aspects of successful communication while giving constructive feedback are tone of voice and body language. If the tone of voice is accusatory, aggressive, or belittling, the likelihood of the situation escalating increases. A firm yet kind voice communicates respect and a willingness to maintain a good working relationship. The other important message that is communicated is one of non-reactivity, which tends to de-escalate the situation.



## CLARIFY YOUR CONCERNS

- ✓ Tell the person what is troubling you without attacking
- ✓ Use neutral language
- ✓ Identify your interests and values
- ✓ Ask questions and listen

## Dialogue: Clarify Your Concerns

After you have opened the conversation, it is important to identify the issue or situation that concerns you. It could be as simple as referring to the conversation in which the microaggression occurred.

- “Remember during our meeting yesterday when we were talking about...?”

In identifying the issue of concern, the approach we would recommend is to simply state the issue without assigning escalating language around it, such as “You were racist when you said...” Instead, use neutral language that simply describes what you heard and what it meant to you. “When I heard you say..., I felt uncomfortable because it could be taken...”

Another way to express your perspective in a nonconfrontational way is to identify your interests and values. Both neutral language and expressing your interests and values focus on what is true for you, rather than attacking the other person. Most people respond better when this approach is taken.

“I wanted to talk to you about this because one thing that is important to me is that we accept everyone for who they are, and we show respect to them.”

Sharing your values and how those values pertain to the situation at hand can help the Person Responsible understand your perspective better. Though it is difficult, being willing to hear their perspective and acknowledge their point of view can and does help the person move forward.

### Dialogue

#### OPEN THE CONVERSATION

- ✓ Diplomatic
- ✓ Respectful
- ✓ Authentic

#### CLARIFY YOUR CONCERNS

- ✓ Tell the person what is troubling you without attacking
- ✓ Use neutral language
- ✓ Identify your interests and values
- ✓ Ask questions and listen

#### CLOSE THE CONVERSATION

- ✓ Appeal to shared values
- ✓ Let them know what you'll do if behavior continues
- ✓ Reinforce working relationship

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## CLARIFY YOUR CONCERNS

- ✓ Tell the person what is troubling you without attacking
- ✓ Use neutral language
- ✓ Identify your interests and values
- ✓ Ask questions and listen

## Dialogue: Clarify Your Concerns and Questions

Many times, when Upstanders **Clarify Their Concerns**, it is challenging for them to ask questions that come from an open perspective. Often, when we are upset about something we have witnessed, our questions can sound aggressive. These defensive questions are often used as attacks or are asked simply to prove that you are right.

[Psychology Today](#) provides some insight for us on questions that create that sense of defensiveness that we want to avoid. How a question is asked (tone of voice is not to be underestimated!) is often more important than what (content) is asked. Some types of questions are particularly effective. Others will make progress more difficult.

As much as possible, try to maintain a **curious stance** about the other person's perspective. The **Humble Inquiry** phrases and approach to questions (from The ART of Inclusive Communication) can be useful to adopt here. In this way, your questions will reflect a genuine desire to gain an understanding of the perspective of the Person Responsible, rather than a series of questions that antagonize the other person.

**Open-ended questions** are those that cannot be answered with a simple yes or no response—they invite the person to share more information. Some examples of open-ended questions are: *How do you see the situation? Would you tell me your point of view of what happened? What was your intention? Have you thought that perhaps your intention and the impact could be different?*

There are several advantages to open-ended questions:

- The Person Responsible will probably feel more comfortable telling the story without interruptions, and this will help you to establish rapport.
- The Person Responsible will provide the context so you will hear the story from their viewpoint rather than your own.





## CLOSE THE CONVERSATION

- ✓ Appeal to shared values
- ✓ Let them know what you'll do if behavior continues
- ✓ Reinforce working relationship

## Dialogue: Close the Conversation

After you have shared your perspective and heard theirs, it can be very helpful to appeal to any shared values that you have in common. “We both care a lot about this collaborative” or “I know you have a strong work ethic, just like I do.”

In addition, for community leaders, referring back to organizational, collaborative, or community interests can be very helpful. “Not only is fair treatment important to me for our team, but our collaborative has also made a commitment to ensuring psychological safety to everyone who is involved in this project, from the volunteers to the foundation representatives.”

Sometimes the Person Responsible doesn't want to hear the feedback or reacts in a way that shuts out your perspective. These types of questions may help the Person Responsible think more deeply about the consequences of their behavior.

- Have you thought about the impact of these statements on others?
- What if someone said that to you?
- How do you think the collaborative leader might see this situation?
- What do you think will happen if the situation doesn't change?

Lastly, reinforcing the working relationship helps reset the parameters of working together and helps build toward a positive future working together.







**BREAKOUTS**  
**B: Upstander**  
**A: Person Responsible**

The person responsible loves social media. When the target did not know what Instagram was, the person responsible ridiculed them and called them “gramps.”

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## Practice!

You will now have an opportunity to practice dialogue. We have found that the more one practices, the less intimidating these conversations will be. Rather than seeing it as confronting someone, you will begin to see it as an opportunity to share your perspective, values, and empathy for others. Rather than seeing the conversation as a confrontation, you will begin to see it as an opportunity to share.

So utilize this practice to gently discuss your concerns with the Person Responsible. Absorb some of the natural defensiveness, then reinforce your point of view. This is not a battle to be won. It is about being true to your concerns, hearing the Person Responsible out, and reestablishing rapport.

We cannot guarantee that it will turn out exactly how you want each time, but we can assure you that this approach has been effective for many upstanders.

## The Role of Leaders

### Bridging to Create Belonging in the Community



The othering around our differences that occurs in our communities, including our workplaces, is impacting morale, and our sense of community, and even our definition of what it means to be an American.

Arthur Brooks has thought a lot about bridging differences. In his article ["Love Your Enemies: How Decent People Can Save America from the Culture of Contempt."](#) NCRC President Steven P. Dinkin considers lessons learned by Dr. Brooks about how "we must learn to disagree better."

As a community leader, you may need to turn off (or turn down) the "outrage industrial complex" in your community. You may need to "upstand" with your colleagues and community members to address the eye-rolling, sarcasm, and insults (all potentially microaggressions) that are raising the temperature of our discourse.

On a personal level, Peter Coleman suggests that you "seek out three respected thinkers who are on the opposite side of the ideological spectrum...follow them on Twitter or Facebook. Make a point of interacting with people whose lives and backgrounds are very different from your own."

#### BREAKOUTS

- **Share specific ways that you have created a sense of belonging in the community.**
- **What are additional actions you can take?**

# Conclusion

**NCRC** **THE BYSTANDER CHALLENGE**

- Othering
- Encouraging Upstanding
- Bridging and Belonging

**WHAT'S NEXT**

- Watch video on Stage One
- Next week: The Exchange

**What is one takeaway for you from today's session?**

**HHSA** **LIVE WELL SAY YES** **NCRC** **NATIONAL CONFLICT RESOLUTION CENTER**

Thank you for your participation in The Bystander Challenge. We look forward to seeing you in The Exchange.



**Empowering People. Transforming Cultures.**