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# **CULTURE, COMMUNICATION, AND CONFLICT**

## **Community Leaders**





**The ARTful  
Conversation**

**The ART of  
Inclusive  
Communication**

**The Bystander  
Challenge**

**The Exchange**

**Positive Culture with Greater Impact**





# 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.



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# GROUP AGREEMENTS

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



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**“Bridging means acknowledging  
our shared humanity, rejecting  
that there is a ‘them,’ and  
moving toward a future where  
there is instead a new ‘us.’”**

**- john a. powell**

*Othering and Belonging Institute*



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## KEY CONCEPTS IN OTHERING

- Having an "us vs. them" mentality, in which "they" are less trustworthy and less capable than "us."
- Seeing people only through their group identities without giving any thought to them as individuals.
- Negating another person's humanity and seeing them as less worthy of dignity and respect.
- Thinking that people outside your social group are not as intelligent, skilled, or special as you and your group.



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## OTHERING

Othering often happens in the communities through microaggressions.



## MICROAGGRESSIONS

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.

Dr. Derald Wing Sue



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# 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 committed more frequently against 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.







## BREAKOUTS

**Practice responding respectfully. Each person will share an experience when they were “othered.”**

**The other person responds respectfully:**

- **Demonstrate Understanding**
- **Acknowledge Impact**
- **Identify Needs and Values**



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# BRIDGING AND BELONGING






The background of the slide is a blue-tinted photograph of several people sitting around a table in a meeting or workshop setting. A large, light-blue circle is centered on the slide, containing the text and list. A small horizontal blue bar is positioned above the section header.

## **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?**



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

— Dr. Martin Luther King Jr.

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# TYPICAL INEFFECTIVE RESPONSES

**Avoid      Accommodate      Attack**



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“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 Mattice  
*Workplace Bullying Expert*



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**BYSTANDERS**  
**+ ACTION**

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**= UPSTANDERS**  
+ A Sense of Belonging

## WHAT MOTIVATES UPSTANDER ACTION?

### Environmental Conditions

- **Psychologically safe environment**
- **Expectation of being supported**
- **Positive group culture**

### Personal Qualities of the Individual

- **Empathy for others**
- **Sense of empowerment to take action**
- **In touch with personal values; a sense of moral conviction**



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# FOUR EFFECTIVE RESPONSES

**In the moment**

**DISTRACT  
DIRECT**

**Intervention  
after incident**

**DELEGATE  
DIALOGUE**



# **EFFECTIVE RESPONSES IN THE MOMENT**

## **DISTRACTION**

**The upstander diverts attention to interrupt or defuse the situation.**

## **DIRECT**

**The upstander communicates something directly to the person responsible but does not attack that person.**





## CAUTIONS WHEN USING THE DIRECT APPROACH

- It is **imperative** that **leaders make a direct statement** in the moment. By not doing so, they are demonstrating complicit agreement with the statements, microaggressions, or actions taken.
- Formal and informal leaders need to be aware of their **tone** when making the direct statement. An overly aggressive tone creates a psychologically unsafe space for everyone in the group.



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# Develop Sentence Starters

## Informal Leaders

- I just felt something shift in the room. I'm wondering if anyone else did...
- I've been wondering about how we are using [term] in this discussion...
- From my experience/ perspective as [identity]...

## Formal Leaders

- Let's do a check-in about what just happened...
- It is important to me that we treat team members with respect, so let's talk about that comment...
- I understand that it is sometimes challenging to ... Yet everyone should know that my expectations are...

## Example of Direct Phrase by Leader

**INAPPROPRIATE JOKE:** I like the fact that we work in a collaborative environment in which we can laugh together, but we need to be sure we tell jokes that are appropriate for all. Does everyone agree?



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# 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.



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# **DIALOGUE WITH THE PERSON RESPONSIBLE**

► **Opening the Conversation**

► **Clarifying Your Concern**

► **Closing the Conversation**





## **BREAKOUTS**

**A: Person Responsible**

**B: Upstander**

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



# **The Role of Leaders**

## **Bridging to Create Belonging**

### **in the Community**



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## BREAKOUTS

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



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## THE BYSTANDER CHALLENGE

- Othering
- Encouraging Upstanding
- Bridging and Belonging

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

## WHAT'S NEXT

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



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