AVOIDING SABOTAGE OF DIVERSITY AND LEARNING EXPERIENCES

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Objectives

Define sabotage and its impact on D&I learning experiences.

Identify how sabotage manifests in D&I learning experiences.

Address sabotage using best practices.
One cannot be prepared for something while secretly believing it will not happen.

-Nelson Mandela

**Definition of Sabotage**

**Noun:** the act of destroying or damaging something deliberately so that it does not work correctly
How does sabotage manifest itself in diversity and inclusion (D&I) learning experiences?

What is the impact?
Sabotage disrupts the momentum of the awareness journey.
The Usual Suspects

The Know-It-Alls  The Passives  The Dictators  The “Yes” People  The “No” People  The Gripers

Describe the characteristics of each type of saboteur.
Definition of Collusion

**collusion**

/kəˈluːzHən/

Noun: secret or illegal cooperation or conspiracy, especially in order to cheat or deceive others.

Sabotage gives way to collusion.
Scenario 1

During a training session, a participant attempts to dominate the group discussion with a wide variety of side stories and tangents. Their comments are comprised of over-generalizations and misinformation about specific groups of people. When other participants share their personal stories and insights, this person constantly challenges the validity and impact of those personal experiences. They imply that other participants who are sharing their personal stories about being oppressed are thin-skinned and that they are being too sensitive.

Where did the sabotage occur and how do you address it?
Scenario 2

A participant volunteers to share their personal experiences with being oppressed and gives a very emotionally charged testimony. While recalling their experiences, the emotion causes them to raise their voice and drop the occasional swear word, but this person does not get up from their chair nor do they physically or verbally threaten those around them. Another participant expresses her discomfort with the emotionally display. The facilitator asked her to consider how her own perceptions about (race, gender, class, etc) may have played into her response. She begins to cry.

Where did the sabotage occur and how do you address it?
Scenario 3

A participant that has been quiet for a majority of the time finally speaks up. Their contribution to the discussion is very emotional and clearly has an impact on the environment. The discussion is robust and emotional. Two participants get locked in a civil but intense back and forth. The facilitator suggests that they take a 10 minute break.

Where did the sabotage occur and how do you address it?
Create your own scenario....
Best Practices for Addressing D&I Sabotage

- Prime the space for interaction
- Dissolve binary ways of thinking
- Establish and practice clear principles of engagement
- Speak to people’s commitment to the goal at hand
- Call ‘in’ people who are sabotaging D&I efforts
THANK YOU!

*Aurora Change Agency, LLC* engages in the business of developing individual and organizational capacity for entities to practice intentional inclusion and compliance, innovate and facilitate equitable programs and practices, and develop strategies for creating organizations where all its members and those they serve can be authentically engaged. Our consultants create customized coaching, seminar, training and effective leadership and organizational develop service plans for each client.

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