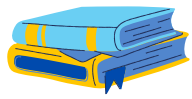


INCLUSIVE LEADERSHIP IN SOCIAL GREEK LIFE

DIFFICULT-DISCUSSIONS INC.

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GOALS AND OBJECTIVES:

- Explore the purpose, values, and importance of social Greek life.*
- Look into national incidents of marginalization by social Greek organizations.*
- Understand key terms related to inclusion and equity.
- Learn how to appropriately find answers to questions about marginalization, inclusion, and equity.*
- Discuss common factors that harm inclusion.*
- Understand what it means to be a spectator, accomplice, and ally in the field of equity.
- Explore best practices on creating an inclusive Greek organization.

This handout is a part of a workshop offered by Difficult-Discussions Inc., if you are using it independently these items will need to be covered by the facilitator. ()*

SPECTATORS, ALLIES, & ACCOMPLICES IN SOCIAL JUSTICE

SPECTATORS

- Spectators in Social Justice are people that do not disrupt the current state of inclusion or lack thereof in a community.
- They have minimal impact in creating more equitable communities.
- For communities and systems to change we need spectators to take part in the actions of allies and/or Accomplices.

ALLIES

- Allies in social justice are individuals from one social identity group who advocate for and support members of a different group.
- Being an ally requires action and continuous education about the needs of marginalized communities.
- The actions of an ally have a greater likelihood to challenge biased systems.

Performative allies are not genuinely attempting to change the system to create more inclusive and equitable communities. Instead, they act as allies to fulfill their savior complex. For them, activism is a means to feel important and gain attention.

ACCOMPLICES

- A person of a social identity group who works to dismantle systems that oppress members of another group by working with leaders from the oppressed group.
- Being an accomplice requires actively working with marginalized groups to dismantle oppressive systems.
- The actions of an accomplice directly challenge biased and oppressive systems.

SOME IDEAS OF THIS CHART ARE FROM [HTTPS://WWW.POWERSHIFT.ORG/](https://www.powershift.org/)



DIFFICULT-DISCUSSIONS INC.
THE PATH TO EQUITY

This handout was compiled by Difficult-Discussions Inc. Downloadable copy can be found at <https://difficult-discussions.com/educational-handouts>.

ACTIVITY 1: IDENTITY, MARGINALIZATION, AND PRIVILEGE:

Write down aspects of your identity in the first column and then associate that aspect with a privilege it brings you or how it marginalizes you.



IDENTITY

- E.g.: Cis Gendered
- E.g.: Female

PRIVILEGE

- E.g.: My gender identity is not constantly scrutinized by the public.

MARGINALIZATION

- Eg: I get paid only about 80 cents to a dollar a man in my same position makes.





ACTIVITY 2: ROLE-PLAYING SCENARIOS

In small groups, role-play the following scenarios. After each role-play, discuss which role (spectator, ally, or accomplice) was demonstrated and how the response could be improved.

SCENARIO 1:

During a team meeting, someone makes a stereotypical joke about a marginalized group.

- How does a spectator react?
- How does an ally react?
- How does an accomplice react?

SCENARIO 2:

You notice that a colleague from a marginalized group is consistently talked over in meetings.

- How does a spectator react?
- How does an ally react?
- How does an accomplice react?

SCENARIO 3:

A friend expresses frustration about a systemic issue affecting their community.

- How does a spectator react?
- How does an ally react?
- How does an accomplice react?

SKILLS YOU NEED TO POSSESS TO BE AN ALLY/ACCOMPLICE

To be a good ally or accomplice you need to possess some key skills, the ones listed on this handout do not make a comprehensive list. You will learn more as your journey moves forward in the field of social justice.



- Effective Learning Style.
- Ability to accept criticism.
- Being a good follower.
- Ability to identify Microaggressions.
- Ability to identify your implicit biases.
- Being an Active Bystander.



EXTERNAL RESOURCE

Learning to be an Ally for People from Diverse Groups and Backgrounds

Citation: Marya Axner. Chapter 27, Section 5. Learning to be an Ally for People from Diverse Groups and Backgrounds. Cultural Competence and Spirituality in Community Building. *Center for Community Health and Development at the University of Kansas*. <https://ctb.ku.edu/en/table-of-contents/culture/cultural-competence/be-an-ally/main>.

You can find this resource by scanning the QR code on the right or by visiting:
<https://ctb.ku.edu/en/table-of-contents/culture/cultural-competence/be-an-ally/main>



STARTING YOUR JOURNEY AS AN ALLY



EDUCATION & AWARENESS

Educate yourself by understanding the history and experiences of marginalized communities. Use non-burdensome avenues like reading books, attending events, and participating in educational presentations. Employ inclusive language and avoid terms that may be offensive or exclusive.

ACTION & ENGAGEMENT

Volunteer with and/or donate to organizations supporting marginalized communities. Participate in political activism by attending protests, writing to officials, and volunteering for campaigns.

ALLIES IN SOCIAL JUSTICE

'Individuals who support members of different social identity groups.'
Being an ally involves taking action and continually educating oneself about the needs of marginalized communities.



EMPOWERMENT & AMPLIFICATION

Support leaders and activists from marginalized communities by amplifying their voices through sharing their work to broaden reach. Use your privilege to uplift the community. Make sure you do not take over the dialogue but rather ask how you can help.



SUPPORT

Challenge discriminatory or offensive remarks. Interrupt and address biased statements. Support businesses and organizations owned by people of color.



EXTERNAL RESOURCE

Implicit Association Test (IAT)

Citation: Implicit Association Test. *Project Implicit*. <https://implicit.harvard.edu/implicit/takeatest.html>.

This resource can be used to identify your implicit biases.
You can find this resource by scanning the QR code on the right or by visiting:
<https://implicit.harvard.edu/implicit/takeatest.html>



EXTERNAL RESOURCE

Be an active bystander

Citation: Be an active bystander. Breaking the silence - preventing harassment and sexual misconduct. *University of Cambridge*. <https://www.breakingthesilence.cam.ac.uk/prevention-support/be-active-bystander>.

This resource created by the University of Cambridge provides information on how to be an active bystander. You can find this resource by scanning the QR code on the right or by visiting:

<https://www.breakingthesilence.cam.ac.uk/prevention-support/be-active-bystander>



EXTERNAL RESOURCE

Recognizing Microaggressions and the Messages They Send

Citation: Recognizing Microaggressions and the Messages They Send. *University of California Berkeley GSI Teaching and Resource Center*.

https://academicaffairs.ucsc.edu/events/documents/Microaggressions_Examples_Arial_2014_11_12.pdf.

This resource created by the University of California Berkeley GSI Teaching and Resource Center provides information on how to recognize microaggressions and the messages they send. You can find this resource by scanning the QR code on the right or by visiting:

https://academicaffairs.ucsc.edu/events/documents/Microaggressions_Examples_Arial_2014_11_12.pdf

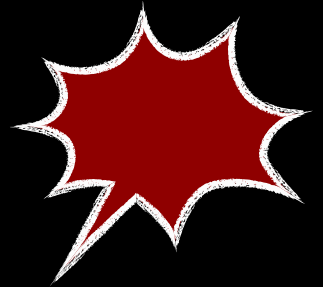


ACTIVITY 3: MICROAGGRESSIONS IDENTIFICATION AND RESPONSE

Divide into small groups. Each group should have 3-5 members. Read the following statements and identify if they are microaggressions. Discuss with your group why these statements are harmful and how you would respond as an ally or accomplice.

Discussion Questions

- What makes these statements microaggressions?
- How can you address microaggressions when you witness them?
- Share personal experiences of microaggressions and discuss potential responses.



STATEMENT 1: "YOU'RE SO ARTICULATE FOR SOMEONE FROM YOUR BACKGROUND."

STATEMENT 2: "I DON'T SEE COLOR; I TREAT EVERYONE THE SAME."

STATEMENT 3: "YOU'RE REALLY PRETTY FOR SOMEONE OF YOUR ETHNICITY."



COMMON FACTORS THAT HARM INCLUSION:



- Unconscious/ Implicit Bias
- Microaggressions
- Saviour Complexes
- Misinformation
- Disproportionate Impacts



IMPLICIT BIAS	The attitudes and stereotypes that impact our judgments and actions without our awareness. These biases are shaped throughout our lives, representing social stereotypes about certain groups that individuals form without conscious realization.
MICROAGGRESSION	Subtle insults, slights, or invalidations directed at individuals or groups due to their marginalized identity. These seemingly small interactions can convey negative messages and have a cumulative impact on the recipient. They are often unconscious or unintentional expressions of prejudice towards marginalized groups, like racial minorities.
SAVIOUR COMPLEX	A psychological tendency where someone feels a strong urge to help others, sometimes to the extent of neglecting their own needs or becoming overly intrusive. Despite appearing positive, it can create issues in relationships and for the person themselves. People with a savior complex seek to fix others' problems and often see themselves as heroes, but this can result in little impact on challenging oppressive systems effectively.
MISINFORMATION	Inaccurate or misleading information spread unintentionally. Unlike disinformation, which is intentionally deceptive, misinformation is shared without malicious intent. Those spreading misinformation may genuinely believe it to be true.
DISPROPORTIONATE IMPACTS	What might just be another policy change to you might significantly impact the survival of members of a marginalized community. It is important to consider this when having conversations with your peers about such topics.



Inclusive Leadership Guidelines

Recognize Your Privilege and Biases

Acknowledge your privileges and the unconscious biases you may have. Use your privilege to be an ally for marginalized communities and actively work to overcome your implicit biases. Inclusive organizations are built by members who are allies and accomplices in social justice.

Involve Marginalized Communities in Planning

When organizing events for marginalized communities (training, workshops, fundraising events, galas, charity events), involve representatives from those communities in the planning process and ensure the speakers are from the group you are organizing the event for.

Seek Knowledge Proactively

If you're unsure about something, take the initiative to find out. It's not the responsibility of marginalized groups to educate you. Avoid making assumptions. If you make a mistake, own it, acknowledge it, learn from it, and move forward.

Create Culturally Sensitive Materials

When creating promotional materials or custom fundraising items, ensure they are not culturally insensitive. Conduct thorough research and consult relevant sources to confirm their appropriateness.

Embrace Discomfort for Growth

If you feel uncomfortable in a situation, take a moment to understand why. Sometimes, you need to sit with your discomfort and use it as an opportunity for personal growth.

Show Active Allyship

As an ally, leader, or representative advocating for marginalized groups, demonstrate your commitment by attending events organized by these communities. Your presence and support are crucial.

Evaluate Legislation and Policies

When working on legislation or policies, ensure they do not negatively impact marginalized groups. Thoughtful consideration and review can prevent unintended harm.

Make Decisions with Integrity

When making decisions, reflect on whether you are choosing based on comfort or because it is the right thing to do. Prioritize actions that support inclusion and equity, even if they challenge your comfort zone.

Plan Inclusive Events

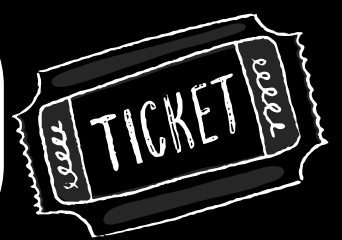
Ensure your events are inclusive of marginalized communities and groups. During events and social gatherings, make sure members avoid saying or doing things that could be offensive to other communities.

Foster Open Dialogue

Encourage open and honest communication within your organization. Create a safe space where members feel comfortable sharing their experiences and perspectives on inclusion and equity. Listening to diverse voices can lead to more effective and inclusive practices.

ACTIVITY 4- INCLUSIVE PROGRAMMING

You are in charge of organizing a fundraising gala to promote diversity, equity, and inclusion, create a 5-point plan that you will present to your executive board from what you have learned in this presentation.



NOTES



ACTIVITY 5: GOAL SETTING AND MEASUREMENT

Break off into smaller groups and work together to set actionable goals for inclusion and equity within your organization that are measurable. Brainstorm and write down SMART goals for your Greek organization. Think about various aspects such as recruitment, event planning, training, community engagement, and policy development. Formulate goals that align with the SMART criteria.



S

Specific: Clear and concise.

M

Measurable: Quantifiable to track progress.

A

Achievable: Attainable to remain motivating.

R

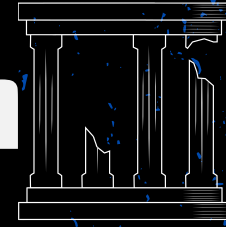
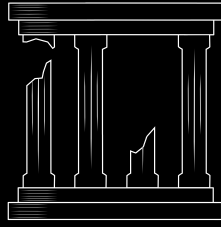
Relevant: Aligned with your larger wellness vision.

T

Time-bound: Encased within a timeframe.



Best Practices for Creating an Inclusive Greek Organization



Training for Members

Ensure your leaders (chairs and executive board) and members receive comprehensive diversity and inclusion training. Utilize resources from campus departments and external organizations specializing in inclusivity and equity.

Policy and Constitutional Revisions

Regularly review your organization's policies and practices to identify and eliminate inequality, marginalization, and implicit bias. When making changes to your constitution or policies, carefully consider their impact on all groups within your organization.

Reviewing Promotional and Fundraising Materials

Check all promotional and custom fundraising materials for cultural sensitivity. Conduct research and, if in doubt, consult campus departments or experts to ensure appropriateness and avoid cultural insensitivity.

Intolerance to Hate and Bias

Implement a zero-tolerance policy for hate, bias, and discrimination within your chapter. Include a clause in your constitution addressing these issues and establish procedures for investigating and reprimanding members involved in such acts.

Active Allyship

Demonstrate active allyship by attending events organized by marginalized communities as an organization. Your presence and support can make a significant difference.

Set Goals for Inclusion and Equity

Establish clear goals for promoting inclusion and equity within your organization. Regularly measure your progress towards these goals and make necessary adjustments to ensure continuous improvement.

Culturally Sensitive Event Planning

- Inclusive Event Organization: Plan events that are inclusive of marginalized communities and groups. Ensure that your events and social gatherings are free from offensive actions or remarks. For themed parties, thoroughly research and evaluate the appropriateness of the theme.
- Representation in Planning: When organizing events for marginalized communities (training, workshops, fundraisers, galas, charity events), involve representatives from those communities in the planning process and ensure speakers are from the group you are supporting.





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DIVERSITY, EQUITY, AND INCLUSION GLOSSARY

ACCESSIBILITY	The process of ensuring that information, environments, and experiences are designed to be usable by individuals of all abilities. Its objective is to facilitate full participation and engagement for everyone, eliminating any barriers that may hinder access or interaction.
CULTURE	The collection of shared attitudes, values, goals, and practices that define a specific group of people, encompassing their knowledge, beliefs, art, laws, customs, and habits.
DIVERSITY	Diversity with regard to people refers to a group of individuals with varying characteristics. Diversity encompasses different dimensions, including visible aspects such as race, age, and ethnicity, as well as invisible aspects such as religion, skills, abilities, socio-economic status, and culture.
EMPOWERMENT	The journey towards obtaining greater autonomy, control, and influence in one's life and decision-making processes. It involves acquiring the necessary knowledge, skills, and resources to autonomously make choices and pursue personal goals.
EQUITY	Equity pertains to fairness and justice, recognizing that individuals come from diverse backgrounds with varying needs. It aims to establish a level playing field where everyone has an equal opportunity to succeed, acknowledging that some may require additional support to achieve true equality of opportunity.
INCLUSION	Creating an environment where everyone feels welcome, valued, and supported, regardless of their background or characteristics. It ensures that everyone has the opportunity to participate and contribute fully.
IDENTITY	The unique traits and characteristics that define an individual.
INTERSECTIONALITY	Intersectionality acknowledges that individuals' lived experiences are molded by the intricate connections between their various social identities, such as race, class, gender, and ability. Visualize these identities as overlapping circles in a Venn diagram; the overlapping regions depict intersectionality. For example, a Black woman confronts unique obstacles due to the compounded effects of racism and sexism. By recognizing and understanding these intersections, we can develop targeted interventions and advance more inclusive initiatives within the realm of social justice.
LIBERATION	Breaking free from different limitations. It involves fighting for equal rights and opportunities for a specific group, representing their ongoing struggle for equality against historical oppression.





DIFFICULT-DISCUSSIONS INC. DIVERSITY, EQUITY, AND INCLUSION GLOSSARY

MARGINALIZATION	Systematic disadvantages experienced by specific groups because of their social identities. It stems from power dynamics within a society, where dominant groups establish and uphold systems that benefit themselves while disadvantaging others.
MICROAGGRESSION	Subtle insults, slights, or invalidations directed at individuals or groups due to their marginalized identity. These seemingly small interactions can convey negative messages and have a cumulative impact on the recipient. They are often unconscious or unintentional expressions of prejudice towards marginalized groups, like racial minorities.
MISINFORMATION	Inaccurate or misleading information spread unintentionally. Unlike disinformation, which is intentionally deceptive, misinformation is shared without malicious intent. Those spreading misinformation may genuinely believe it to be true.
PRIVILEGE	Unearned advantages or benefits that some groups receive based on their social identity, allowing them to live without facing certain disadvantages.
SAVIOUR COMPLEX	A psychological tendency where someone feels a strong urge to help others, sometimes to the extent of neglecting their own needs or becoming overly intrusive. Despite appearing positive, it can create issues in relationships and for the person themselves. People with a savior complex seek to fix others' problems and often see themselves as heroes, but this can result in little impact on challenging oppressive systems effectively.
IMPLICIT BIAS	The attitudes and stereotypes that impact our judgments and actions without our awareness. These biases are shaped throughout our lives, representing social stereotypes about certain groups that individuals form without conscious realization.

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