

## EMORY DIVERSITY DIALOGUE FACILITATOR TRAINING

### Assessment

#### Introduction and Instructions

The goal of Emory's Diversity Dialogue Facilitator Training is to train facilitators to lead discussions that counteract unconscious biases, advance diversity and equity in the workplace, promote active advocacy, and foster an inclusive climate.

Naturally, self-reflection and self-assessment are a critical part of the training process. This assessment has been designed to help orient you to the competence necessary to be an effective facilitator, and to allow us to track your progress over the entire training period.

In the survey below, please take the time to reflect on each of the items and rate yourself on your current knowledge, skills, and attitudes, as well as comfort level. Please note that your responses will be anonymous; we will only use a Participant ID (which only you will know) to assess individual progress over time. We hope that this will help you feel more comfortable when reporting your current skill and comfort level.

**1. Please provide your *Participant ID* (Last 4 of your Social): \_\_\_\_\_**

**A. PREPARING FOR THE DIALOGUE**

**2. Assessing Emotional Readiness**

	Not at all	Somewhat	Sometimes	Mostly	Definitely
a. I am aware of my apprehensions and motivations for being a diversity dialogue co-facilitator.					
b. I am comfortable tolerating discomfort and strong expressions of emotions.					
c. I feel prepared to engage in a discussion about race, racism, bias, and discrimination in a small group format.					

**3. Checking Biases**

	Not at all	Somewhat	Sometimes	Mostly	Definitely
a. I am aware of my initial impressions of people and other people's initial impressions of me.					
b. I am able to identify stereotyped attitudes, beliefs, and (known and implicit) biases in myself.					
c. I am able to identify stereotyped attitudes, beliefs, and biases in others.					
d. I have taken steps to address my biases.					

**4. Addressing Knowledge Gaps**

	Not at all	Somewhat	Sometimes	Mostly	Definitely
a. I take time to learn about the culture, background and history of underrepresented or oppressed groups.					
b. I make efforts to learn about the consequences of oppression, discrimination, racism, and social and economic inequalities for my target audience.					

**5. Working with the Constituency Group**

	Not at all	Somewhat	Sometimes	Mostly	Definitely
a. I feel comfortable working with various constituent groups to generate goals, specific aims, key discussion questions, and plans for the dialogue.					

**B. FACILITATING THE DIALOGUE**

**6. Creating a Respectful Space**

	Not at all	Somewhat	Sometimes	Mostly	Definitely
<b>a.</b> I can identify the elements of a respectful space in which people can be brave.					
<b>b.</b> I can be present, remain engaged, and listen openly to each person’s idea throughout the discussion.					
<b>c.</b> I can provide an emotionally supportive atmosphere where everyone is treated with civility and respect and where participants can have a productive dialogue.					
<b>d.</b> I am able to respond to group participants with empathy and compassion.					
<b>e.</b> I am capable of creating a space where strong emotional reactions can help to facilitate new understanding and perspective.					
<b>f.</b> I am willing to acknowledge (and/or seek understanding of) the impact of my comment instead of trying to explain my intent.					
<b>g.</b> I can differentiate between when I am being receptive to the opinions and values that are different from my own and when I am being complicit/passive in the presence of harmful expressions/actions.					
<b>h.</b> I am capable of addressing potential harm if it occurs.					

**7. Setting the Stage**

	Not at all	Somewhat	Sometimes	Mostly	Definitely
<b>a.</b> I am able to provide an overview of the format, purpose, and plan of the overall event to set the stage for the dialogue.					
<b>b.</b> I am able to facilitate self-introductions, meaningful discussion, and a plan for reporting action steps to the larger group.					
<b>c.</b> I am prepared to begin the event with a poem, personal story, reading or thematically-consistent mindfulness activity.					

**8. Opening the Discussion and Facilitating the Dialogue**

	Not at all	Somewhat	Sometimes	Mostly	Definitely
<b>a.</b> I am able to lead a breakout session in a way that encourages reflection and invites participation.					
<b>b.</b> I am able to acknowledge and encourage participant contributions.					

c. I can foster inclusivity (to make room for all voices) without forcing everyone to participate.					
d. I can balance listening and contributing without taking time away from participants.					
e. I am able to cultivate empathy among participants.					
f. I am able to detect participants' defensiveness or avoidance.					
g. I feel comfortable letting the conversation unfold without the need to steer the discussion.					
h. I feel comfortable offering genuine self-disclosure as a way to demonstrate willingness to share my own process of grappling with challenging issues.					
i. I can maintain a balance between the free flow of discussion and the need to adhere to time constraints and ensure that the purposes/goals of the small group discussion are achieved.					
j. I am able to respect and tolerate silence, and know when and how to step in to keep the discussion moving.					
k. I can redirect or step in when only one or a few participants dominate the conversation.					
l. I can model respectful ways to respond to individuals whose views differ from my own or from most participants.					

### 9. Addressing Emotions

	Not at all	Somewhat	Sometimes	Mostly	Definitely
a. I can validate and reflect upon participants' verbal and non-verbal emotional responses and invite the group to discuss.					
b. I can redirect g altercations and refocus on the process instead of the content of the discussion.					
c. I feel confident in diffusing a situation when significant tension or confrontation arises that may pose a risk to safety.					

### 10. Responding to Microaggressions

	Not at all	Somewhat	Sometimes	Mostly	Definitely
a. I feel comfortable bringing up stereotypes in participants' comments.					
b. I feel confident in spotting microaggressions.					
c. I feel comfortable asking for clarification when participants make remarks that may be perceived as a microaggression.					

<b>d.</b> I am capable of pointing out when a perpetrator commits a microaggression in order to promote insight.					
<b>e.</b> I am confident in my ability to affirm, validate and support the target of microaggression.					
<b>f.</b> I feel comfortable respectfully expressing disagreement with the perpetrator of a microaggression.					
<b>g.</b> I feel confident in my ability to interrupt and redirect comments when they are harmful.					
<b>h.</b> I feel comfortable reflecting on the impact of a person's comment on other participants (to ensure their personal values are aligned with the impact of their statement).					
<b>i.</b> I can point to commonalities in many people so as to prevent stereotyping.					
<b>j.</b> I can highlight the benefits of tackling the microaggression as an opportunity for growth.					

**11. Being Mindful of Privilege and Power Dynamics**

	Not at all	Somewhat	Sometimes	Mostly	Definitely
<b>a.</b> I make an effort to be aware of the potential impact of privilege and power dynamics among the diverse constituencies represented in a dialogue.					
<b>b.</b> I am able to acknowledge my power and privilege and can help participants become aware of (and acknowledge) the privilege and power they bring into the conversation.					
<b>c.</b> I can take steps to reduce the effects of power differentials during the discussion.					

**12. Encapsulating Themes and Action Steps**

	Not at all	Somewhat	Sometimes	Mostly	Definitely
<b>a.</b> I am able to help identify a group representative to report on the main points of a group dialogue.					
<b>b.</b> I am confident in my ability to provide closure at the end of the dialogue.					

**C. POST-GROUP FACILITATOR PROCESSING**

**13. Taking Inventory**

	Not at all	Somewhat	Sometimes	Mostly	Definitely
<b>a.</b> I make time to reflect on my experience after facilitating a diversity dialogue.					
<b>b.</b> I am capable of evaluating my own performance as a co-facilitator--identifying areas of strengths, challenges, and growth.					

**14. Identifying New Learning and Planning for Future Dialogues**

	Not at all	Somewhat	Sometimes	Mostly	Definitely
<b>a.</b> I am capable of identifying things I learn from the process of co-facilitating the dialogue, including things about myself.					
<b>b.</b> I am capable of assessing my own knowledge gaps in order to address them.					
<b>c.</b> I am able to reflect on and identify potential social biases I hold that I may not previously know, and plan to address them going forward.					
<b>d.</b> I am able to make a plan to engage in self-care after the dialogue session to ensure that I maintain my ability to facilitate future dialogues without feeling burned out.					