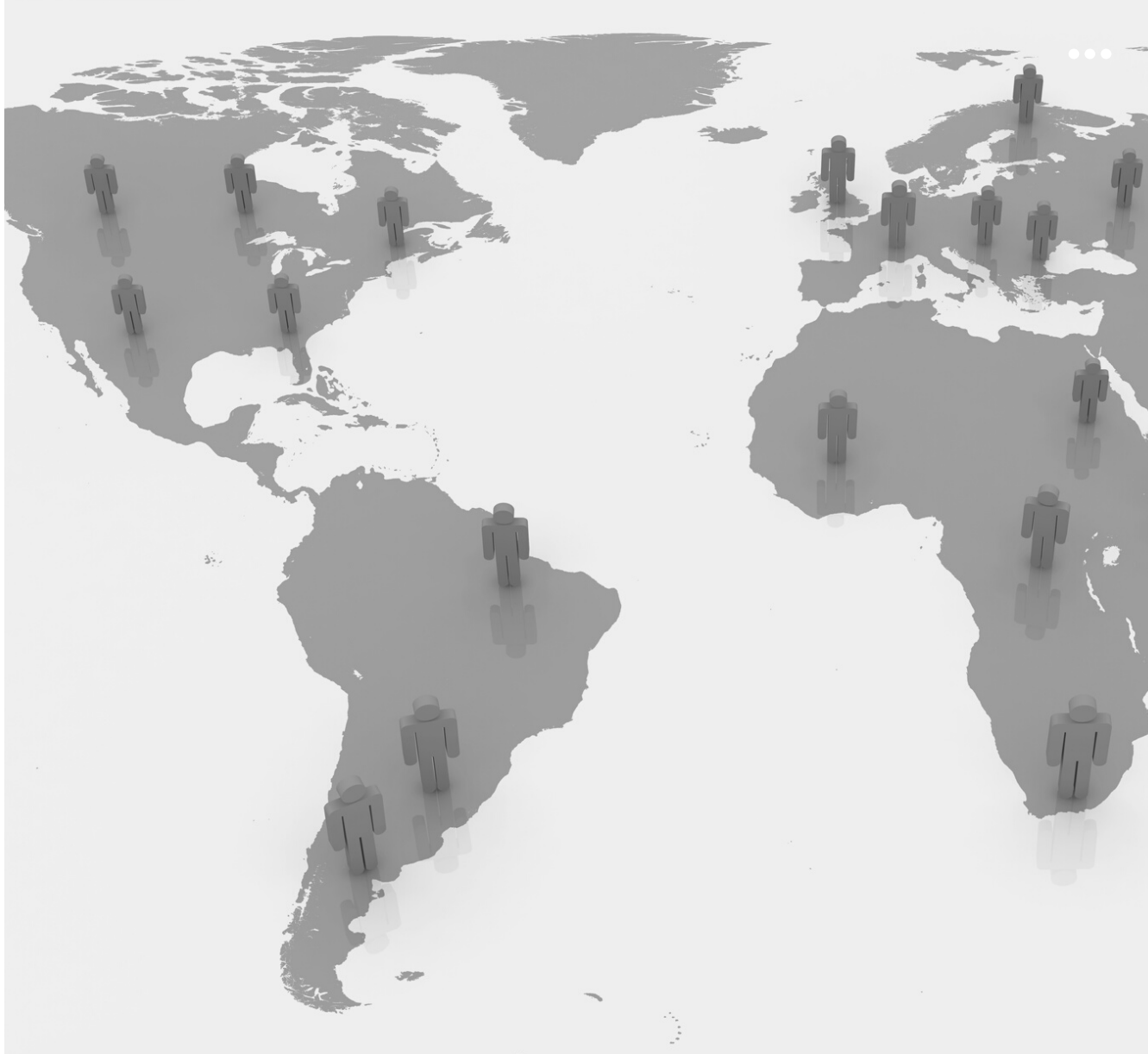


FREE EBOOK



**DOING THE GOOD
WORK: INCLUSIVE
LEADERSHIP ACTIVITY
BOOK**

Dar Mayweather
Founder, Doing The Good Work

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ACTIVITY BOOK**

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Good Mayweather Consulting
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WELCOME



Hey Folks,

Let me start off by saying that I recognize that it is difficult to teach student leaders how to practice inclusion in real time. Oftentimes, fear, anxiety, and frustration with past experiences are a few of the reasons that stop them from being inclusive. However, if you downloaded this free ebook, I know that you're looking for answers. You're looking for strategies that will help students breach this important topic with their peers, you, and your fellow colleagues and supervisors.

I want to share with you my 5 C framework to help students practice inclusive leadership. This book provides activities that teach students Cognizance, Curiosity, Courage, Cultural intelligence, and Collaboration. My goal is for students to respect, understand, and value members from underrepresented and underserved communities. I've helped over 50,000 students do just that over the last 6 years. So, if you're ready to learn how to engage students in the process of inclusion, which realizes the true beauty of diversity, please use this resource!

- **Dar**

5 C'S OF INCLUSIVE LEADERSHIP CHEAT SHEET

1

Cognizance

Self-awareness is key to developing a leader's cognizance. Bias is a leader's weakness in the community. Cognizance helps leaders develop abilities to reflect, refer, and realign.

Activities

Waterline of Visibility	Privilege and Marginalized Identity
----------------------------	--

2

Curiosity

Innovation is important and being able to hear new ideas from different people is critical to practicing inclusion. Everyone's experience counts and can produce growth.

Activities

Personal Identity Wheel	Social Identity Wheel
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3

Courage

Being vulnerable is a part of being human. That's the baseline in inclusive practice. We all are imperfect and stating that in a community is very brave. Seeing that in others creates safety for others to be courageous.

Activities

Where Do Our Ideas About Identity Come From?	Four Corners
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4

Cultural Intelligence

Being human means we are different. Knowing that we do not see the world the same because we did not experience the world the same is critical.

Activities

Interpret the Deeper Meaning	Inclusion Framework Activity
---------------------------------	---------------------------------

5

Collaboration

We are strong by ourselves, but we are a force when we work together. Diverse thinking innovates and creates norms and cultural capital that cannot be reproduced in a vacuum. Effectively working together is the reason why diverse student teams innovate and succeed.

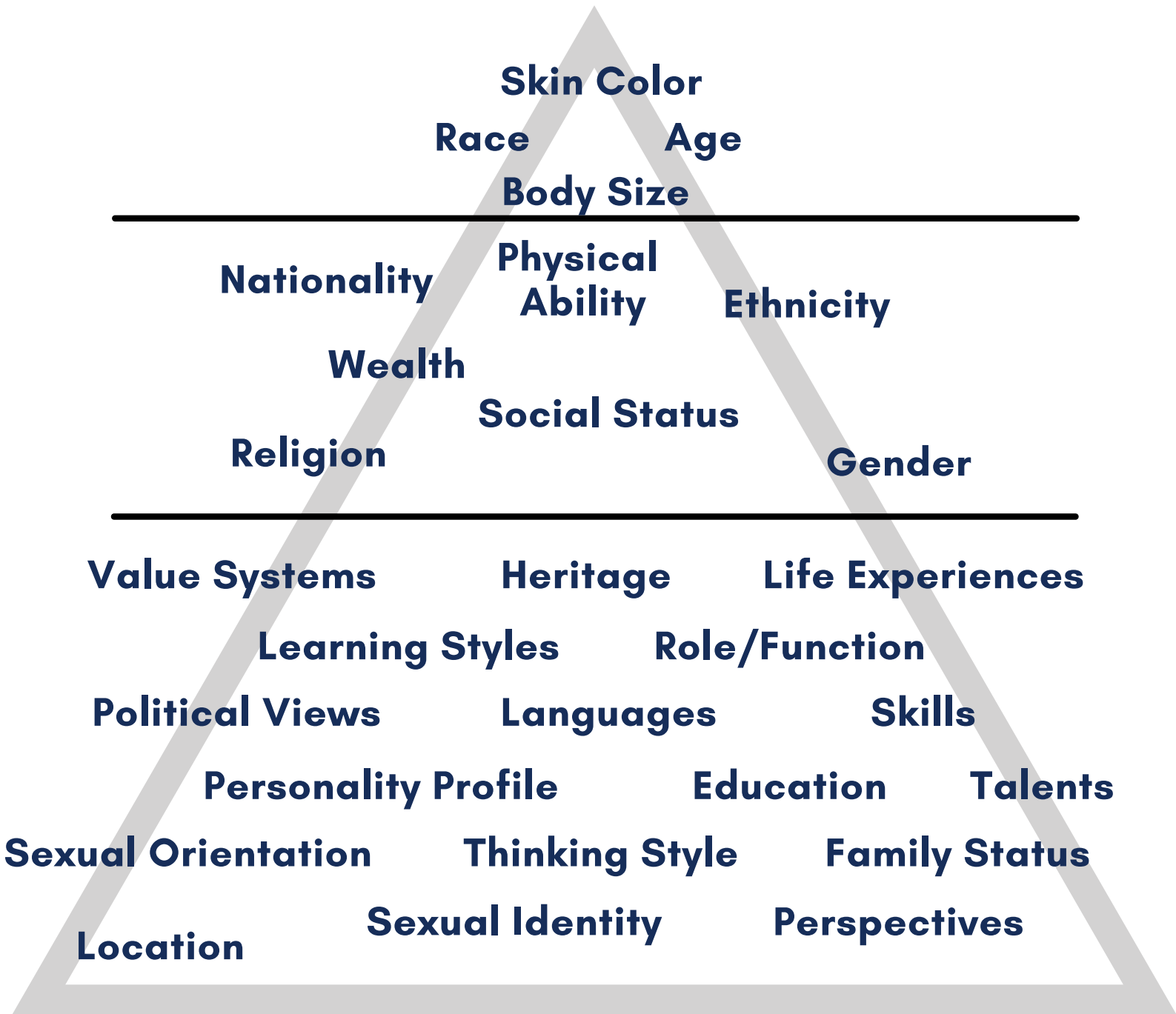
Activities

Inclusive Leadership Interview	Vision Your Inclusive Leadership Journey
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COGNIZANCE ACTIVITIES



WATERLINE OF VISIBILITY



Adapted for use from <https://diversityresource.wordpress.com/iceberg-activity-identity/>

WATERLINE OF VISIBILITY

GROUP SIZE

Each group should have 5-10 people

TIME PERIOD

Up to 1 Hour

MATERIALS NEEDED

- Pens/Markers
- Waterline Sheet

PURPOSE/OUTCOME

This is an exercise to get participants to understand that social identity is like an iceberg; it is more than what we see but also what we do not see.

FACILITATION OF ACTIVITY

- Pass out the waterline worksheet and have students discuss reflection questions. Ask if anyone needs an explanation of the identities on the worksheet.
- Explain that identity is like an iceberg. Ask students what they know about the size and shape of icebergs. How much of an iceberg is above the water? How much is underwater?
- Make the point that only about one-eighth of an iceberg is visible above the water. The rest is below. Identity is very similar to an iceberg. It has some aspects that are visible and many others that can only be suspected, guessed or learned. Like an iceberg, the visible part of identity is only a small part of a much larger whole.

REFLECTION QUESTIONS

[25 minutes]

- How does my gender influence who I am?
- How does my or my family's current socioeconomic status (class) affect how I spend vacations?
- What are some values I've learned based on the region of the country where I grew up or live currently?
- How do my religious, spiritual, and moral beliefs influence what I interpret as good and bad behavior?
- How does my ethnic or racial group influence my understanding of how family members should support each other?
- How does my identity impact whom I connect with on a deeper level?

LARGE GROUP DISCUSSION

[20 minutes]

- After the small group has completed the first set of reflection questions, participants will join the large group for discussion .

Ask participants to share what their groups discussed, then ask the following questions

- What does being a part of a specific identity group mean to each of us?
- How are we influenced and informed by our identity groups?
- How do we check our identity lenses that overtly and covertly influence our norms, behaviors, assumptions, and expectations?
- How do you think you learned about your identities?
- How do you think your identities have shaped you? How has it influenced your values, preferences, and beliefs?
- Despite the differences in identity in our group, what are some things that everyone in our group has in common?
- How does identity shape the way we see ourselves, others, and the world?

Share feedback about the experience.

PRIVILEGED

MARGINALIZED

30s to 50s/early 60s	Age	Younger; Older
White	Race	Person of Color, Biracial, Multiracial
Male	Sex	Female; Intersex
Cisgender, Appearance & behaviors are congruent with the gender binary system	Gender Identity	Transgender, Gender non-conforming, Gender queer, Androgynous
President, Deans, Directors, Faculty, Supervisors	Hierarchical Level	Students, Graduate teaching assistants, Direct service staff
Heterosexual	Sexual Orientation	Gay, Lesbian, Bisexual, Queer, Questioning
Upper class, upper middle class, middle Class	Social Class	Working class, living in poverty
Graduate or 4-year degree, highly valued degree, private schooling	Education Level	High School Degree, 1st generation to college, less valued school, public school
Christian (Protestant; Catholic)	Religion/Spirituality	Muslim, Jewish, Agnostic, Hindi, Atheist, Buddhist, Spiritual, LDS, Jehovah Witness, Pagan...
U.S. Born	National Origin	"Foreign born", Born in a country other than the U.S.
Currently "able-bodied"	Ableness/Disability	People with a physical, mental, emotional, and/or learning disability. People living with AIDS/HIV+
"American", Western European Heritage	Ethnicity/Culture	Puerto Rican, Navajo, Mexican, Nigerian, Chinese, Iranian, Russian, Brazilian, Tribal/Indigenous...
Fit society's image of attractive, beautiful, handsome, athletic, etc.	Size/Appearance	Perceived by others as too fat, tall, short, unattractive, not athletic...
Proficient in the use of "Standard" English	English Literacy	Use of any "non-standard" English dialects; have an accent
Legally married or in a heterosexual relationship	Marital Status	Single, divorced, widowed, same-sex partnership, in an unmarried heterosexual partnership
Parents of children within a 2-parent heterosexual marriage	Parental Status	Unmarried parents, do not have children, non-residential parent, LGBTQ parents
More years experience	Years of Experience	New; little experience
U.S. Citizen	Immigration Status	People who do not have a U.S. citizenship, are undocumented
Suburban, valued region of U.S.	Geographic Location	Rural, Urban, less-valued region
Light skin, European/Caucasian features	Skin Color/Phenotype	Darker skin, African, Asian, Aboriginal features
Nuclear family with 2 parents in a heterosexual relationship	Family Status	Blended family, single parent-household, grandparents raising grandchildren, foster family...
Extroverted, task-oriented, analytic, linear thinker	Work Style	Introverted, process-oriented, creative, circular thinker

Adapted from the Social Justice Training Institute | www.SJTI.org

PRIVILEGED AND MARGINALIZED IDENTITY

GROUP SIZE

Each Small Group should have 5-10 people

TIME PERIOD

Up to 1 Hour

MATERIALS NEEDED

- Pens/Markers
- Privileged and marginalized identity worksheet

PURPOSE/OUTCOME

This is an exercise to get participants to understand that we all navigate some type of privilege and marginalized identities. Have them reflect on how they can use their privilege to help others.

FACILITATION OF ACTIVITY

- Pass out the privileged and marginalized identity worksheet and have students circle what group they belong to, then discuss reflection questions in small groups. Ask if anyone needs an explanation of the identities on the worksheet.
- Explain that most of us all have privileged and marginalized experiences. Ask students what they know about privilege and marginalization.

REFLECTION QUESTIONS

[25 minutes]

- What is privilege?
- What is marginalization?
- Was I shocked by my responses on the worksheet?
- What are my behaviors and attitudes when leading people from opposite of my privileged identities?
- What are my behaviors and attitudes when leading people from opposite of my marginalized identities?
- What are the general behaviors and attitudes toward people from opposite of my privileged identities?
- What are the general behaviors and attitudes toward people from opposite of my marginalized identities?

LARGE GROUP DISCUSSION

[30 minutes]

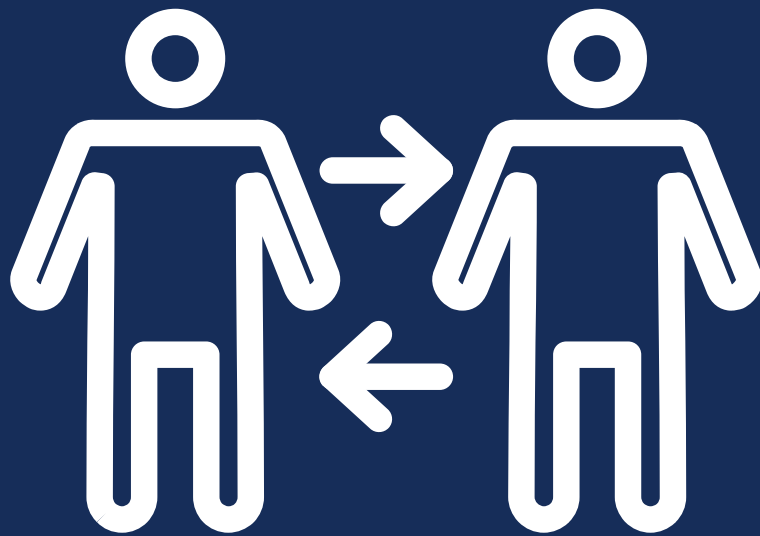
- After the small group has completed the first set of reflection questions, participants will join the large group for discussion.

Ask participants to share what their groups discussed, then ask the following questions

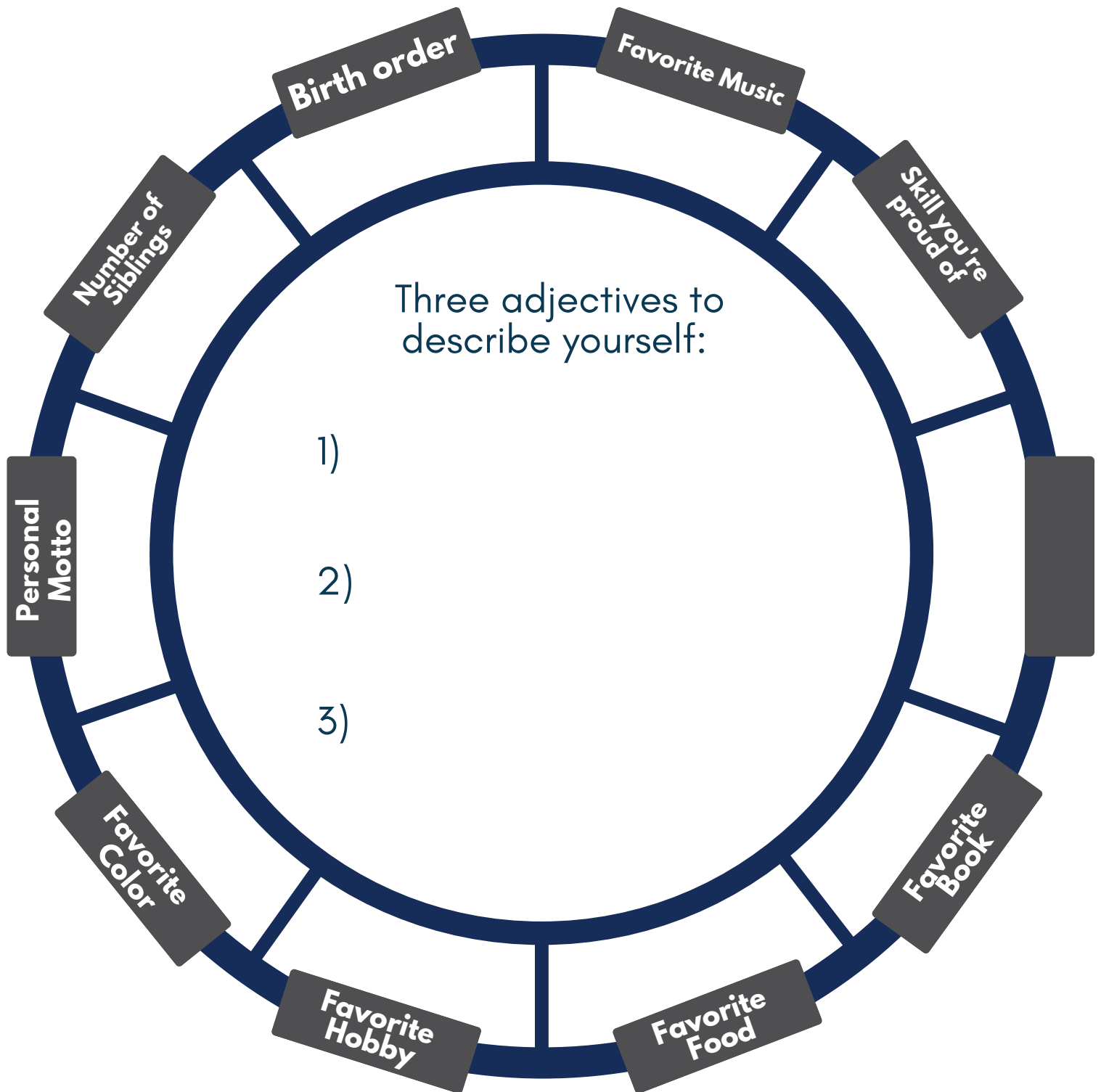
- Why is it important to identify and understand privilege and marginalization?
- What role do these concepts play in society today?
- What role do these concepts play on campus or in the classroom?
- How are we influenced and shaped by our privileged identity groups?
- How are we influenced and shaped by our marginalized identity groups?
- How do you think you learned about your privilege?
- How do you think your privilege has shaped you? How has it influenced your values, preferences, and beliefs?
- How do you think you learned about your marginalized identities?
- How do you think oppressive experiences have shaped you? How has it influenced your values, preferences, and beliefs?

Share feedback about the experience.

CURIOSITY ACTIVITIES



Personal Identity Wheel



Adapted for use by the Program on Intergroup Relations and the Spectrum Center, University of Michigan.

Resource hosted by LSA Inclusive Teaching Initiative, University of Michigan (<http://sites.lsa.umich.edu/inclusive-teaching/>).

WHAT IS SOCIAL IDENTITY?

It is...

- our sense of self
- how we define ourselves
- how others define us
- within our first culture and other cultures



WHAT IS THE DIFFERENCE BETWEEN THE TWO...

SOCIAL IDENTITY

- our sense of self
- how we define ourselves
- how others define us within our first culture and other cultures

PERSONAL IDENTITY

- Individual characteristics that do not necessarily have an impact on how society views your relationship to those characteristics.
- Example: You will most likely not hear “Everybody who likes the color yellow are....” And that impact your livelihood.

Social Identity Wheel



Adapted for use by the Program on Intergroup Relations and the Spectrum Center, University of Michigan.

Resource hosted by LSA Inclusive Teaching Initiative, University of Michigan (<http://sites.lsa.umich.edu/inclusive-teaching/>).

SOCIAL IDENTITY WHEEL

GROUP SIZE

Small - Large groups of 10 - 500 people

MATERIALS NEEDED

- Pens/Markers
- Social Identity Wheel

TIME PERIOD

Up to 1 Hour

PURPOSE/OUTCOME

This is an exercise to get participants to understand that social identity salience impacts how we experience others.

FACILITATION OF ACTIVITY

- Pass out the personal identity wheel first, and have students fill it out. Then, ask them what is the difference between personal identity and social identity?
- Pass out the social identity wheel worksheet and have students fill it out. Ask if anyone needs an explanation of the identities on the worksheet.
- Give a warning and say: "This is not an outing experience. We encourage bravery but understand if you stay silent and allow yourself to process. Practicing empathy is important to be inclusive leaders."
- Have students group up to discuss the following prompts:

REFLECTION QUESTIONS

[25 minutes]

- I think about this aspect of my identity the most.
- This aspect of my identity is the most invisible to others.
- This is the aspect of my identity that I have to defend the most.
- This identity has the biggest effect on my communication style.
- This identity has the biggest effect on my decision making.
- People make assumptions about me based on this identity.
- I am in spaces where I notice assumptions made about people based on this identity.
- This identity gives me power and privilege.
- This is the identity that I will think about most working for/with....

LARGE GROUP DISCUSSION

[30 minutes]

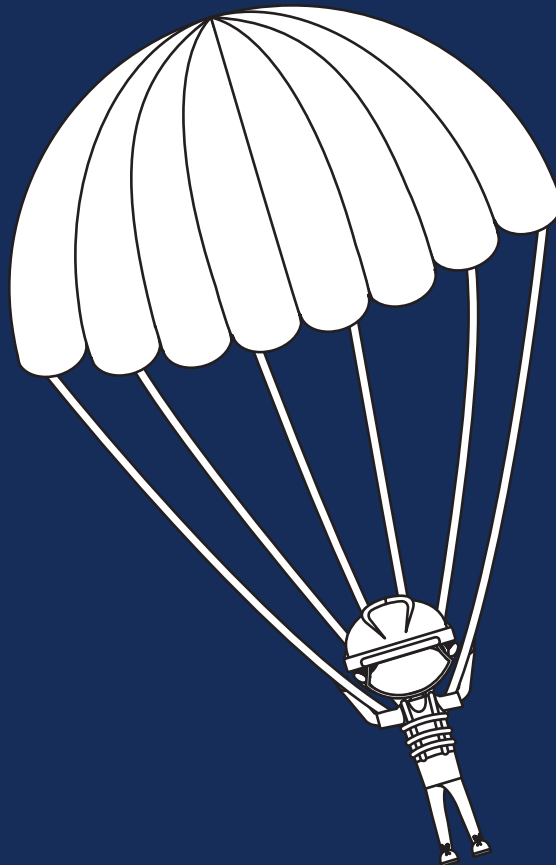
- After the small group has completed the first set of reflection questions, participants will join the large group for discussion.

Ask participants to share what their groups discussed, then ask the following questions

- Gut Reactions?
- Any interesting observations? lessons from stories? lessons on inclusive leadership?
- Tell me what you know about people...and what you don't know about people...
- Did you want to know more about the people around you than you thought prior?
- What categories stirred the most emotion or got under your skin?
- What did you learn about yourself?
- What did you learn about identities?
- What one thing did you take away that you will use in your work as leader?

Share feedback about the experience.

COURAGE ACTIVITIES



Where do our ideas about identity come from?

Please fill out this worksheet as best as possible. An example is provided on the top line. For this tool to be effective, you must be honest with yourself. This tool fosters personal reflection and awareness of your beliefs, attitudes, and understanding of social identity groups. You will not be required to share exact responses (although sharing does promote a stronger sense of community and should be encouraged and welcomed!).

IDENTITY	IMAGE(S) I SEE	THOUGHT(S) I HAVE	SOURCE
IMMIGRANT	Person(s) on a boat, crossing borders on foot, war, poor or rich family, etc.	Financial hardships, Little English, No Taxes, Forced Labor, etc.	Media, News Stories, Family, School, etc.
RACE			
GENDER			
SEXUAL ORIENTATION			
RELIGION			
AGE			
ABILITY STATUS			
SOCIO-ECONOMIC STATUS			

Activity Facilitation Questions

- How did it feel to fill out this worksheet?
 - Was it easy? Why?
 - What is challenging? Why?
- What parts of this activity did you find easy?
- What parts of this activity did you find hard?
- If sharing your worksheet was a part of this activity would you feel comfortable sharing it? Why or Why not?
- Do you need to change some of your thoughts/images of others? What are those changes?
- How can you change some of your thoughts/images of yourself? What are those changes?
- How did it feel to identify your sources?
- What did you learn about yourself in relation to your sources?
 - Would you be willing to share where you had societal stereotypes and where you didn't?
- How does this relate to leading others?
- How has this activity helped you reflect on your leadership?

Adapted for use by the Washtenaw County Council for Inclusion training packet

FOUR CORNERS ACTIVITY

Discuss a time when you were a target of oppression or discrimination. If you have not experienced either, why do you believe it has not happened to you?

Discuss a time when you perpetuated discrimination or oppressed another individual through direct action or inaction.

Discuss a time when you interrupted oppression or discrimination.

Discuss a time when you witnessed oppression/discrimination but did not intervene and you were consciously aware of it. What type of internal reaction did you have to not intervening?

Adapted for use by the the Program on Intergroup Relations, University of Michigan.

FOUR CORNERS

GROUP SIZE

Each Small Group should have 7-10 people

TIME PERIOD

Up to 2 Hours

MATERIALS NEEDED

- Pens/Markers
- Four Corner Signs
- Large Paper

PURPOSE/OUTCOME

This is an exercise to give you the experience of being in a group conversation about difficult multicultural topics.

FACILITATION OF ACTIVITY

- Divide the participants into four groups.
- The groups can start in which ever corner you choose.
- Ask participants to set some ground rules before answering the questions.
- Suggestions:
 - Do not interrupt or speak when someone is answering the question.
 - Do not spend a lot of time asking individual questions, try to avoid if possible.

ROUND ONE

[25 minutes]

- Before you answer the question in the first corner you go to, EVERY small group will start off with the following question:
- **What are your fears around talking about oppression, discrimination, or race with people of the same identity/s of your own? What about with those who do not have the same identity as yourself?**
 - This question is important because there are some folks who feel that they don't want to be seen as having biases or that they have oppressed someone else.
- For this exercise to work, we need folks to step out of their comfort zone and let their guard down a bit.

OTHER ROUNDS

[20 minutes for each question]

- After the large group has completed the first question, participants will move on to the others corners until each group has come full circle.

Four Corners represents four different positions:

1. Describe a time when you were a target of oppression or discrimination. If you have not experienced either, why do you believe it has not happened to you?
2. Describe a time when you perpetuated discrimination or oppressed another individual through direct action or inaction.
3. Describe a time when you interrupted oppression or discrimination.
4. Describe a time when you witnessed oppression/discrimination but did not intervene and you were consciously aware of it. What type of internal reaction did you have to not intervening?

Bring participants back together in a large group. If the group is too large to debrief, participants can answer the debriefing questions in the same small groups they came from or divide into different groups.

1. What is it like talking about the four situations?
2. Which corner was the easiest for you to be in? Which was the most difficult?
3. Did you experience "hot" buttons or trigger statements? When?
4. What made it easy to talk? Difficult to talk?
5. What were some barriers and filters that might have interfered with you hearing what others were saying?
6. Did you feel reluctant to talk in a particular corner? Why?

Share feedback about the experience.

CULTURAL INTELLIGENCE ACTIVITIES



INTERPRET THE DEEPER MEANING

“That’s so gay.”

A

Being gay is unacceptable.

“America is a melting pot.”

A

Assimilate / acculturate to the dominant culture.

[To an Asian people] “Can you help me with my math homework?”

A

Your appearance dictates your skills or knowledge.

“No, where are you really from?”

A

You are not American.

“You speak good English.”

A

You are a foreigner

“The only race is the human race.”

A

Your experiences as a minority are no different from anyone else’s.

“As a woman, I understand what you experience as a minority.”

A

Your racial oppression is no different from my gender oppression. I can’t be a racist. I’m like you.

“I believe the most qualified person should get the job.”

A

People of color are given extra unfair benefits because of their race.

“You throw like a girl.”

A

Your feminine traits are undesirable.

“You are a credit to your race.”

A

People of your background are unintelligent.

ADAPTED FROM BREAKING THE PREJUDICE HABIT | MARY E. KITE

INTERPRET THE DEEPER MEANING

“Being gay is just a phase.”

A

Your identity is invalid.

“That’s so gay.”

A

Being gay is unacceptable or a joke.

“That’s retarded.”

A

People with disabilities are less important, likable, or competent.

“I don’t see color.”

A

Your racial experience does not matter.

“You don’t even seem Black.”

A

You don't act violent, unintelligent, or lazy.

[To a woman or girl] “Math is hard, isn’t it?”

A

Women have inferior abilities.

[A White person to others] “I have lots of friends of Color.”

A

I am not racist

“What do Latinas think about this situation?”

A

You are not American.

[To a woman with a headscarf] “What are you hiding in there?”

A

All Muslims are terrorists.

“Everyone take out your smartphones. Let’s take a poll.”

A

Everyone has enough money for common items.

ADAPTED FROM BREAKING THE PREJUDICE HABIT | MARY E. KITE

INTERPRET THE DEEPER MEANING

GROUP SIZE

Each small group should have 4-7 people

TIME PERIOD

Up to 1 Hour

MATERIALS NEEDED

- Pens/Markers
- Interpret Deeper Meaning Worksheet
- Scissors
- Individual tables for each team

PURPOSE/OUTCOME

This is an exercise to get participants to understand that society is full of exposure to biases and microaggressions. Some we consciously and unconsciously accept, and knowing the deeper meaning helps us avoid using them.

FACILITATION OF ACTIVITY

- Cut the worksheet into packets of quotes (marked w/the letter "A") and deeper meaning statements.
- Shuffle each packet and give them to each student group. Have each take both packets and spread them out on their table. Each group must match the quotes to the statement and be ready to discuss and explain each choice.
- Explain that these are "put-downs" and each group must rewrite, on another sheet of paper, the statements so that they do not contain negative hidden messages.
- For example, the statement "How long have you been in this country?" implies that the speaker believes the person was born in another country. A neutral wording of the statement might be "Where did you grow up?" or "How long have you lived in this town?"

LARGE GROUP DISCUSSION

[30 minutes]

- After the small group has completed the first set of the activity, participants will join the large group for discussion .

Ask participants to share what their groups discussed, then ask the following questions

- What is a microaggression?
- Where do microaggressions come from?
- How did it feel to do this activity? Strengths and challenges?
- When people discuss microaggressions, a common response is that they are "innocent acts" and that the person who experiences them should "let go of the incident" and "not make a big deal out of it." Do you agree or disagree with this point of view? Explain your reasoning.
- How do microaggressions and biases influence our leadership?
- Reflect on a time you noticed a microaggression in real-time, did you respond why or why not?
- If you were a bystander in a microaggression, what will give you the courage to act in the future?

Share feedback about the experience.

INCLUSION FRAMEWORK ACTIVITY

	Low Belongingness	High Belongingness
Low Value in Uniqueness	<p><u>Exclusion</u></p> <p>Individual is not treated as an organizational insider with unique value in the work group, but there are other employees or groups who are insiders.</p>	<p><u>Assimilation</u></p> <p>Individual is treated as an insider in the work group when he or she conforms to organizational/dominant culture norms and downplays uniqueness.</p>
High Value in Uniqueness	<p><u>Differentiation</u></p> <p>Individual is not treated as an organizational insider in the work group, but his or her unique characteristics are seen as valuable and required for group/organization success.</p>	<p><u>Inclusion</u></p> <p>Individual is treated as an insider and also allowed/encouraged to retain uniqueness within the work group.</p>

Source: Shore, L. M., Randel, A. E., Chung, B. G., Dean, M. A., Holcombe Ehrhard, K., & Singh, G. (2011). Inclusion and diversity in work groups: A review and model for future research. *Journal of Management*, 37(4), 1266.

Reflection Questions

Using the Inclusion Framework, have students write how they have seen a leader practice leadership in all four quadrants?

What are the identities of the leaders you identified in each quadrant?

What are the impacts of the leader's attitude and behaviors within each quadrant?

What situations push you into each quadrant? Go into detail.

What are your strengths and blind spots?

COLLABORATION ACTIVITIES



Inclusive Leadership Interview

This is a leadership assignment to interview two people of another identity about their inclusive leadership thoughts, feelings, journey, and perspectives.

Interview Tips

Do your research/homework on the person in advance; google and social media is your friend.

Blend serious and lighthearted questions. It's Important to let them speak – ask your question and sit back – let them finish.

Keep asking questions – follow up to gain insight – agree when appropriate but rarely tell your stories unless they ask – give them the most air time.

Keep it conversational – so it doesn't feel so much like 1, 2, 3 question asking.

Put themes of groups of questions together.

Keep your mind open – don't negate their experiences and feelings.

Watch your tone/body language/how you present yourself.

Compliment and recognize the good things they have done. Being complimentary – helps them open up – shows respect for them and what they are doing.

Open-ended questions - Start with general or easy questions. Build the questions up to the harder more personal questions.

Ask questions that allow them to tell their stories.

Inclusive Leadership Interview

This is a leadership assignment to interview two people of another identity about their inclusive leadership thoughts, feelings, journey, and perspectives.

Interview Questions

How would you define inclusive leadership?

How do you use your leadership to advocate for inclusion? Where did you learn the skills to do that?

How do you effectively articulate your vision for inclusion? How do you promote inclusion?

How do you create a climate for people of diverse backgrounds to have fun and get things done?

As it relates to inclusion who are your role models? Whom do you look up to? What inclusive leadership behaviors did you take from them?

What diversity and inclusion challenges have you had to overcome? What diversity and inclusion difficulties are we facing today?

How do you embrace diversity? How do you deal with conflict across diversity and inclusion?

How do you collaborate with people from other social identity groups?

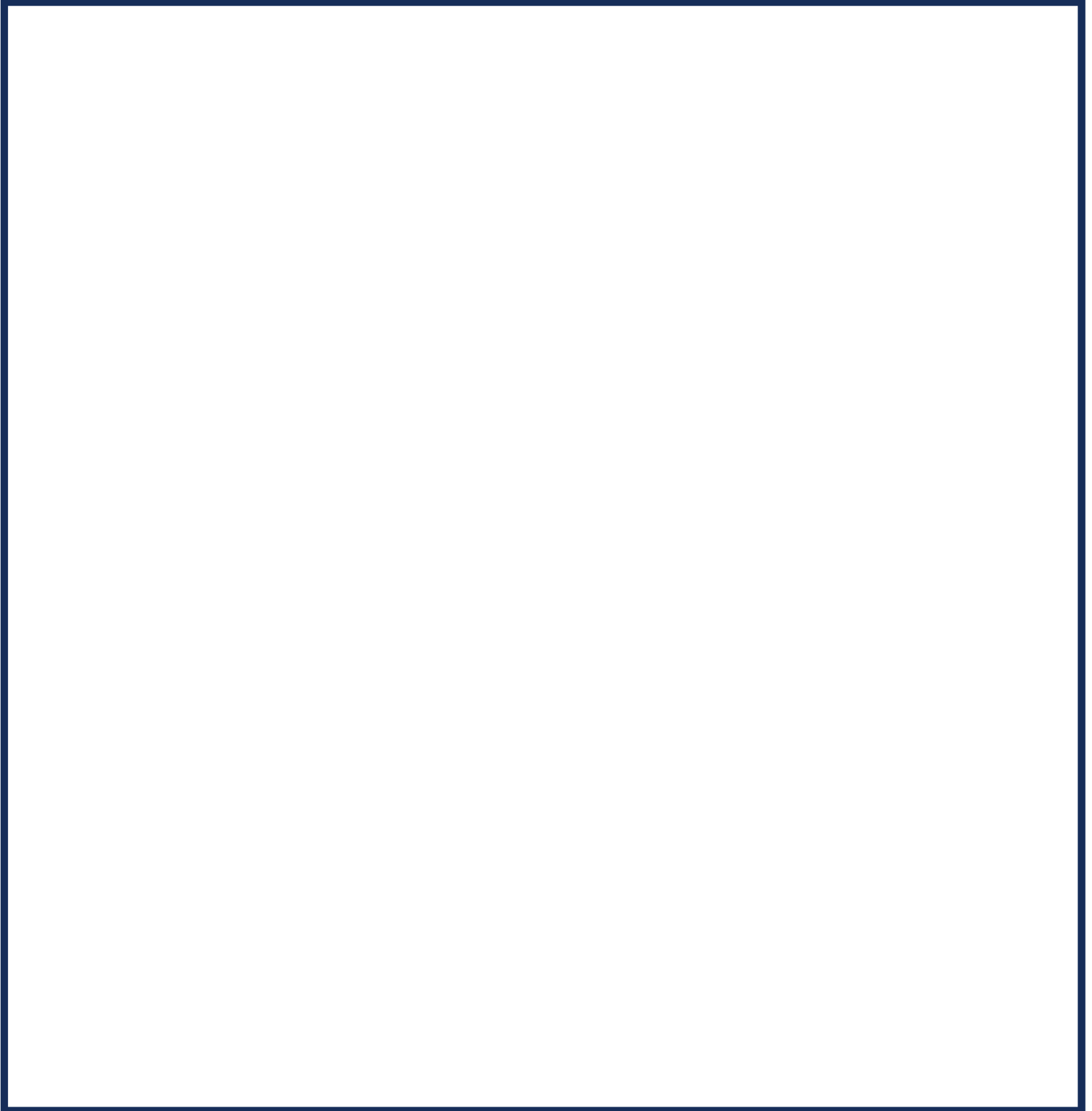
What traits do you look for in other inclusive leaders? What about your leadership keeps you motivated? Did you always know you were going to be a leader?

Thinking back to when you were younger, did you ever think you were going to be in a leadership position that supports inclusion?

Where should I start or what should be my next steps to practice inclusive leadership?

Vision Your Inclusive Leadership Future

If everybody buys into your leadership, what kind of world would that create? What does the community look like? Feel like? Sound like? How are people treated? How do people interact within it? What are you trying to accomplish? How is diversity represented and actively engaged?



SCHEDULE A FREE DISCOVERY CALL NOW



SPEAKING ENGAGEMENTS

Dar takes boring 1-hour to 2-day training spaces and transform them into dynamic, challenging, and engaging spaces to keep #doingthegoodwork that matters. His work is grounded in education, counseling, leadership, social justice, and organizational theory.

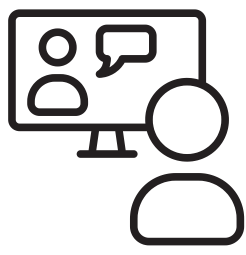
KEYNOTES & TRAINING

Dar provides dynamic, inspiring, and challenging keynotes and training! He provide 30-90 minute opening or closing keynotes/lectures/training for all levels within the organization.



CONSULTING

Dar uses his inclusive leadership framework to assess programming for Nonprofits, Colleges, and Universities that engage students in experiential learning initiatives that promote inclusive knowledge, awareness, and skills.



CLICK THE TEXT TO SCHEDULE A FREE DISCOVERY CALL NOW



ABOUT DAR

SPEAKER | LECTURER | CONSULTANT



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🌐 www.doingthegoodwork.com

📷 @doingthegoodwork

CONTACT

Dar Mayweathers' trainings and keynotes help students, staff, and faculty practice inclusive leadership without centering shame, blame, or guilt so they can build a campus culture that engages and graduates underserved students.

Dar does one on one coaching, inclusive leadership training, keynotes, and webinars for Colleges and Universities that aim to help students lead across differences and through critical incidents.

Dar's professional speaking services help students pursue meaningful leadership experiences to gain marketable skills that attract industry leaders.

He also teaches faculty and staff inclusive leadership practices so they can engage, retain, and graduate underrepresented college students.

