Creating space for difference and dialogue

Guiding

- Shares power with co-facilitator and with members of the dialogue group in ways that make the best use of everyone’s aspirations, skills, and experiences.
- Models with co-facilitator ways for participants to connect across social boundaries.
- Models with co-facilitator the commitment to intergroup collaboration and mutually beneficial learning.

Empowering

- Invites balancing contributions of self, text, and context.
- Draws upon the happenings of the dialogue to encourage reflection on self and social issues, as well as illustrate conceptual foundations.
- Generates content for dialogue by engaging participants in structured exercises and experiential activities.

Creating and connecting with people

- Names common emotions related to cognitive and affective learning about structural inequality.
- Sustains interactions which are less facilitator centered and more participant centered.
- Helps participants realize dual roles as learners and teachers.
- Encourages participants to question personal biases and misinformation; considering knowledge different realizations.
- Names interest and curiosity in the stories of all participants.
- Inspires participants to acknowledge and affirm one another’s contributions.

Cultivating connections

- Encourages participants to view experiences and issues through systems of power, privilege, and resistance.
- Models clear communication and connected speaking and listening with all participants.
- Models interest and curiosity in the stories of all participants.
- Inspires participants to acknowledge and affirm one another’s contributions.

Connecting the personal with the structural

- Encourages participants to view experiences and issues through systems of power, privilege, and resistance.
- Models clear communication and connected speaking and listening with all participants.
- Inspires participants to acknowledge and affirm one another’s contributions.

Bridging dialogue to action

- Advances dialogue beyond building relationships across difference; channels group energy toward redressing inequalities and social change.
- Pushes to connect critical analyses to actions that promote diversity and social justice.
- Challenges participants to step beyond appreciating diversity; towards analyzing social inequality, and complexity in structural oppression.
- Encourages participants to connect their stories of race, class, and gender to interlinking systems of white supremacy, capitalism, and cis-heteropatriarchy.
- Names group norms when attempting to re-focus the group or address intergroup conflict.
- Developing a plan, or naming a lack of plan, before commencing.

Attending to processes


Attending to procedures

- Selects and arranges spaces which are conducive to dialogic learning; adapting inadequate spaces as needed.
- Understands how space is physically and symbolically conducive to dialogue; makes choices or names and frames limitations accordingly.
- Accounting for the opportunities and limitations of dialogic space with facilitation techniques.

Looks like:

- Encouraging participants to share personal experiences
- Acknowledging and affirming diverse contributions
- Refecting and probing to encourage greater depth
- Managing and balancing voices and contributions among individuals and social groups

Looks like:

- Openly sharing co-facilitation decisions and how those decisions were made, in and out of the group process
- Affirming the unique skills and abilities of co-facilitators and members
- Demonstrating humility and gratitude, owning mistakes and sharing appreciation
- Inquiring about or commenting on the connections between participant reflections and assigned readings or contemporary social issues
- Inviting participants to dialogue about the dialogue: look for real time connections with theory and participant stories
- Offering personal anecdotes (quirks) to advance dialogue or illustrate concepts
- Speaking vulnerably of privileged and oppressed social/locations to enable participant sharing
- Contextualizing observations and intergroup conflict through systems of oppression rather than blaming or calling out individuals
- Jointly guiding content and process with participants.
- Openly affirming positions with which you disagree
- Demonstrating patience and optimism with intergroup conflict
- As participants share, inviting connection and resonance from other participants
- Involving participants to connect their stories of race, class, and gender to interlinking systems of white supremacy, capitalism, and cis-heteropatriarchy
- Involving participants to question how invisibility was constructed, and whose interests their knowledge serves
- Naming group norms when attempting to re-focus the group or address intergroup conflict.
- Developing a plan, or naming a lack of plan, before commencing.

Looking like:

- What we are doing and why we are doing it
- What we are saying and why we are saying it
- What we are not saying that we should be saying